UNIT 5

Ed

Get hooked by the unit topic.

Stream to Start Video

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ESSENTIAL QUESTION:

How do games impact our lives?

Game On!

"Set your goals high, and don't stop till you get there."

—Bo Jackson

Analyze the Image

What does this image suggest about how involving a game can be?

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Spark Your Learning

Here's a chance to spark your learning about ideas in **Unit 5: Game On!**

As you read, you can use the **Response Log** (page R5) to track your thinking about the Essential Questions.

Make the Connection

Think about the quotation on page 399.

- What's the most memorable moment of a game you've either watched or participated in?
- What kinds of emotions do games stir up for players or fans?

Write or sketch your answer.

Think About the Essential Question

How do games impact our lives? What do you think?

Prove It!

Turn to a partner and use one of the words in a sentence describing how watching or playing a sport makes you feel.

Sound Like an Expert

You can use these Academic Vocabulary words to write and talk about the topics and themes in the unit. Which of these words do you already feel comfortable using when speaking or writing?

	I can use it!	I understand it.	I'll look it up.
attitude	☐	☐	☐
consume	☐	☐	☐
goal	☐	☐	☐
purchase	☐	☐	☐
style	☐	☐	☐

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Preview the Texts

Look over the images, titles, and descriptions of the texts in the unit. Mark the title of the text that interests you most.

Ball Hawk

Short Story by **Joseph Bruchac**

Baseball was Mitchell's father's sport. So why isn't it his?

Get in the Zone: The Psychology of Video-Game Design

Informational Text by **Aaron Millar**

Find out why some games hook you while others hold zero appeal.

It's Not Just a Game!

Informational Text by **Lori Calabrese**

Discover what sports can add to our lives.

from The Crossover

Novel in Verse by **Kwame Alexander**

Are twins Josh and JB identical as basketball players? Allow Josh to make things clear.

Double Doubles

Poem by **J. Patrick Lewis**

Usually opponents, the speakers tell what it's like to play side by side.

I Wonder . . .

What is more important to you: winning a game or doing your best? Why? Jot down your answer and any additional thoughts.

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MENTOR TEXT

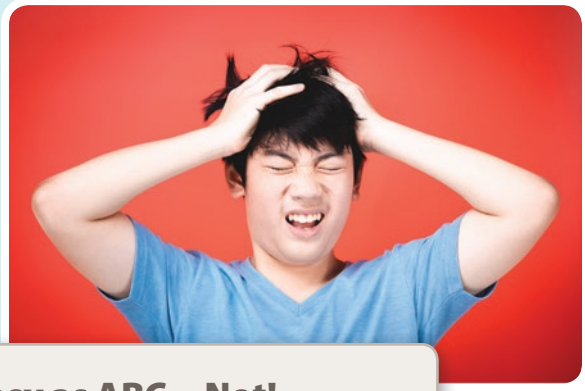
Ball Hawk

Short Story by **Joseph Bruchac**

ESSENTIAL QUESTION:
How do games impact our lives?

Engage Your Brain

Choose one or both activities to start connecting with the story you're about to read.



Baseball Fan?

Poll your classmates to learn whether they like the game.

- Try using a simple thumbs-up, thumbs-down technique.
- Or try the 5-finger technique. The more a student likes baseball, the more fingers he or she displays.
- Invite everyone to share reasons for their response.

As Easy as ABC—Not!

Think of an ability or skill that you think should be easy for you but isn't. Discuss your struggle with a partner.

1. Jot down how and why this inability frustrates you.
2. Invite your partner to offer advice.

Eye on the Ball

Think about the title "Ball Hawk." Look up the meaning of the term *ball hawk*. Then use your knowledge of the term to write a prediction about the story.

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Analyze Point of View

In a work of fiction, the **narrator** is the voice that tells the story. The author's choice of narrator determines the story's **point of view.** The three types of point of view are shown in this chart.

POINT OF VIEW IN NARRATIVES		
First Person	**Third-Person Limited**	**Third-Person Omniscient ("All-Knowing")**
• Narrator is a story character. • Narrator uses first-person pronouns such as *I, me, mine, we, us,* and *our*. • Reader sees events and characters through the narrator's eyes.	• Narrator is outside the story. • Narrator uses third-person pronouns such as *he, she, him, her,* and *their*. • Reader sees events and characters through one character's eyes.	• Narrator is outside the story. • Narrator uses third-person pronouns such as *he, she, him, her,* and *their*. • Reader is shown different characters' thoughts and feelings.

As you read "Ball Hawk," think about how the point of view affects the way you understand the story.

Focus on Genre

Short Story

- includes the basic elements of fiction—setting, characters, plot (including conflict), and theme
- centers on one particular moment or event in life
- can be read in one sitting

Analyze Conflict

The plot of a story usually centers on a **conflict,** or struggle between opposing forces. The actions that characters take to solve the conflict build toward a **climax**—the turning point of the story. A story's main conflict may be either external or internal.

- An **external conflict** is a struggle against an outside force.
- An **internal conflict** is a struggle that occurs in a character's mind.

As you read "Ball Hawk," identify the conflict and notice how the characters respond to it.

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Annotation in Action

Here is a student's note about a detail from "Ball Hawk." As you read the selection, highlight words that show elements of a short story and note details that help you figure out the nature of the main character's conflict.

On the ball field, my Dad was unstoppable. He could hit almost any pitch.

Mitchell's dad seemed to be a perfect player—a little too perfect.

Expand Your Vocabulary

Put a check mark next to the vocabulary words that you feel comfortable using when speaking or writing.

consecutive	☐
mascot	☐
federal	☐

Turn to a partner and talk about the words you already know. Then, use as many words as you can in a paragraph about playing baseball. As you read "Ball Hawk," use the definitions in the side column to learn the vocabulary words you don't already know.

Background

Joseph Bruchac (b. 1942) lives in Greenfield Center, New York, where he grew up. While a student at Cornell University, he began to consider a career as a writer. Today, as a professional storyteller and the author of more than 120 books for adults and young people, Bruchac creates works that often are rooted in the traditions of his Abenaki heritage. He also writes poetry and music that reflect his ancestry.

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Ball Hawk

Short Story by **Joseph Bruchac**

Baseball was Mitchell's father's sport. So why isn't it his?

NOTICE & NOTE
As you read, use the side margins to make notes about the text.

1 "Indians invented baseball."

2 That's what Uncle Tommy Fox said on the day I was ready to throw in my glove and quit the Long Pond High School team for good. It was one of his typically cryptic remarks and, as usual, it started me thinking.

3 Quite frankly, if Uncle Tommy hadn't come into my life when he did, I probably would have ended up dyeing my hair purple and going goth.[1] (I would, I might add, have been the first to do that in Long Pond High School, which is barely big enough to have cliques.[2] My high school's size is one of the reasons why I was still, pathetic as I was with a glove and a bat, a regular member of the varsity nine. There just weren't that many eligible candidates.)

ANALYZE POINT OF VIEW

Annotate: In paragraph 3, mark the words that tell you what point of view the author is using in this story.

Identify: What is that point of view, and what does Mitchell reveal about himself in this paragraph?

[1] **going goth:** adopting the thinking and appearance of those who are attracted to things that most people find dark, gloomy, and mysterious.
[2] **clique:** a small, exclusive group of friends or associates.

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4 Uncle Tommy, though, saved me from turning my back on being a skin. I'd been hanging around Uncle Tommy ever since he moved up here to work in the Indian Village and my mom introduced him to me in her German accent.

5 "Mitchell, it vould be gut for you to meet anudder real Indianishe mann und he vas ein freund of you vater."

6 It wasn't just that Uncle Tommy was, indeed, a real Indian, albeit of a different tribe than my father. Or that this broad-shouldered old Indian guy with long gray braids and a friendly face really did seem to like me and enjoy taking on that role of being an uncle. Or that he knew more about being Indian, really being Indian, than anyone else I'd ever met. He also had a sense of humor and we both needed it when it came to me and baseball. For some reason, everyone thought I should be playing it. True, I'd always been good at other sports like football and wrestling, but baseball had me buffaloed. My mother had gotten it into her head that being an Indian I should of course not just play baseball but excel at it. Even striking out in nineteen **consecutive** at-bats had failed to disabuse her of that certainty.

consecutive
(kən-sĕk´yə-tĭv) *adj.* When things are *consecutive*, they follow one after another without interruption.

7 Why baseball? Well, as little as my mom knew about American sports, she had heard of the Cleveland Indians and the Atlanta Braves. So she figured it was a game that honored Indians and thus I should be part of it. Yeah, I know. But try to explain to an eager German immigrant mother about stereotyping and American Indians being used as **mascots.**

mascot
(măs´kŏt´) *n.* A *mascot* is a person, animal, or object used as the symbol of an organization, such as a sports team.

8 Plus my dad had been a really great baseball player. He'd been playing armed forces ball when Mom met him in Germany.

9 He was the best baseball player in the history of our family. He was even better than his grandfather, who'd played baseball at the Carlisle Indian School and in the summer Carolina semi-pro leagues with Jim Thorpe.[3] On the ball field, my Dad was unstoppable. He could hit almost any pitch. If he'd had the right breaks, and hadn't gotten his right knee ruined when he was in the service, he could have gone pro.

ANALYZE POINT OF VIEW

Annotate: In paragraph 10, mark Mitchell's description of the aftermath of his father's death.

Critique: How does seeing this description through Mitchell's eyes affect the reader?

10 We played pitch and catch together almost every day during the seven years we shared before his truck was hit head-on by a drunk driver, leaving his half-Indian son to be raised in the sticks by the wife he had brought back with him at the end of his tour of duty with the marines, which had concluded in der Vaterland.[4]

11 Anyhow, going back to that day when I was ready to pack it all in, it was a game we were sure to win. But even though we

[3] **Jim Thorpe:** Native American athlete (1887–1953) most famous as a track-and-field star and All-American football player but also excelling in a variety of other sports.
[4] **der Vaterland:** German for "the Fatherland," or land of one's ancestors. (Mitchell's mother is German.)

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were leading the Hurleytown Hornets by a score of 6–0 and it was the bottom of the seventh inning, I still had to take at least one more turn at bat. When there's only twelve guys on your whole team and you're the center fielder, you can't avoid it.

12 I wiped my hands on my knees, knocked imaginary dirt off my cleats. Nineteen, I thought.

13 The Hurleytown pitcher smiled when he saw me come up to the plate. All the pitchers in the Northern league did that. Then he mouthed the words. Easy out. I hate it when they do that.

14 I looked over toward the stands. My mom was smiling and nodding at me, even though she had both fists clenched around her soda can so hard that it looked like an hourglass. Uncle Tommy, who was next to her, just kept his face blank. I was grateful for that.

15 The pitcher wound up, kicked high just to show off, and let it go. Fastball, high and outside just where I like it. I took a cut that would have knocked down a wall if I'd been holding a sledgehammer. Unfortunately all I had was a bat. WHIFFF!

16 Strike one.

17 I don't have to tell you what happened with the next two pitches. Just the usual. Twenty in a row.

18 Mercifully, we finished the game without my coming around in the batting order again and us winning 7–1. I took my time in the locker room, soaped my long black hair and rinsed it out twice. Half of me hoped everybody would be gone by the time I came out. But the other half of me desperately wanted to not be alone, wanted somebody to be there waiting for me.

19 That's what I was thinking as I shuffled out of the gym, my duffel bag in one hand and my towel in the other. Then I saw Uncle Tommy still sitting there, all alone in the bleachers. He raised a hand, gesturing for me to join him.

20 It might have been my mom who encouraged Uncle Tommy to stay around and wait for me. But maybe not. After all, Uncle

Don't forget to **Notice & Note** as you read the text.

ANALYZE CONFLICT

Annotate: Mark details in paragraphs 12–17 that heighten the suspense created by the conflict.

Interpret: What do these details add to the experience of reading the story? Why did the author include these details rather than simply saying that Mitchell struck out for the twentieth time?

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NOTICE & NOTE
WORDS OF THE WISER

When you notice a wiser character giving advice about life to the main character, you've found a **Words of the Wiser** signpost.

Notice & Note: In paragraph 21, mark Uncle Tommy's comment to Mitchell. Then, circle the later paragraph that explains the meaning of that comment.

Analyze: What is the life lesson that Uncle Tommy is trying to give Mitchell?

VOCABULARY

Use Greek Roots The word *soar* comes from the Greek root *aura*, which means "breeze." Why does the word *soaring* fit as a way to describe an eagle's flight?

federal
(fĕd´ər-əl) *adj.* Something that is *federal* relates to the U.S. government in Washington, D.C., and not to state and local governments.

Tommy had been faithfully watching in the stands each time I whiffed out. He came to all my games, not just football in the the fall, where I'd found my groove in my sophomore year at both tight and D-end. Tackling other ballplayers, blocking and snagging the occasional pass were right up my alley. Unlike trying to tag that white little pill with either glove or bat.

21 "Indians invented baseball," Uncle Tommy said again. We were sitting at the very top of the stands where we had a great view of the high peaks that were beginning to turn red in the setting April sun. I knew he had to get back to his place and check on the hawks before dark, but he wasn't making a move to stand up, so I stayed put. My uniform was in my bag, but I had pulled my glove out and I was punching my left fist into it.

22 I looked up at him, ready to smile if I saw him grinning. But his face was serious.

23 "You know what I mean," he said.

24 Well, I did. I'd heard the whole rap before. There were no team sports in Europe before those early explorers stumbled into the new world and found Indians playing all kinds of team games—from lacrosse to basketball. Rubber balls were invented by Indians.

25 But I didn't say anything. I just pounded my glove a little harder.

26 Uncle Tommy looked up and nodded his head. I followed his gaze. There was a distant speck getting closer. A very big bird, the circle of its **soaring** flight carrying it closer to us. It wasn't Hawk or any of the other birds that Uncle Tommy was nursing back to health. It was bigger. An eagle. Pretty soon it was right overhead. I wondered how Uncle Tommy could do that. Call a great bird like that to us.

27 Folks around here knew that whenever anyone came across a big bird that had been hurt, maybe tangled with a power line or sideswiped by a truck, a hawk or an owl or even an eagle like the one above us, they could bring it to Uncle Tommy. He didn't have one of those **federal** licenses to care for birds of prey, but whenever game wardens came out to check on him, they never found anything. Uncle Tommy never caged or tied down any of his birds. He let them fly free. If they were too hurt to fly he kept them somewhere safe that the federal people couldn't find.

28 Sometimes Uncle Tommy made it all seem so easy.

29 "Mitchell," he said, "things that are supposed to come easy aren't always that easy to do."

30 Uncle Tommy, the mind-reading Zen master.

31 "Meaning what?" I said, like I was supposed to do.

32 "Do you like playing baseball?" Uncle Tommy asked. Of course he was not answering my question.

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Don't forget to **Notice & Note** as you read the text.

33 "Baseball is great," I said. "It's just me. I stink."

34 "Hmm," Uncle Tommy said. Not a question, not a comment, but a lot more than both.

35 "Okay, so I'm good at running bases. Better than most, I guess. And when I do finally get the ball I can throw it hard and straight. But half the time I go out to shag a fly ball, I miss it. You ever notice how when I yell 'I've got it,' all the other fielders start praying?"

36 "Hmm," Uncle Tommy said again. He really wasn't going to let go of this, was he?

37 "Well, what about my batting?" I asked. "The only way I could ever get a hit was if the ball was as big as a watermelon and you set it up on a tee."

38 "And painted a bull's-eye on it?" Uncle Tommy said.

39 I couldn't help it. I had to laugh. For a while. Then I stopped, feeling empty inside.

40 "I quit!" I yelled, standing up and throwing my glove out onto the field. "I'm done with it."

41 Uncle Tommy didn't bat an eye at my temper tantrum. He just kept looking out at the mountains. So I stood there, not sure whether I should climb out of the stands and stomp off or go down on the field and pick up my glove.

42 "Why'd you say that?" Uncle Tommy finally asked in a soft voice.

43 "I hate this game!"

44 Uncle Tommy shook his head. "Why did you keep playing it so long?"

45 "Because the other guys won't let me quit. No . . . because my mom wants so bad for me to play baseball."

46 "And why is that?"

47 "Because she's got some idea that Indians should play baseball."

48 "Why?"

49 "Because there are teams with Indian names. Right?"

50 I looked over at Uncle Tommy and he shook his head.

51 "Mitchell," he said, "I knew your dad when he played ball at Haskell Indian School. My playing days were way behind me then, but I was there teaching in the crafts program. He was good enough to have pro scouts looking at him until he decided to go with the military instead. But even then he was a star on those armed forces teams."

52 I started crying then. Uncle Tommy was right. My mom wanted me to play baseball because she knew how much Dad loved the game. She'd met him when she came to one of his games on the base in Germany. She fell in love with the way he

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NOTICE & NOTE
AHA MOMENT

When you notice a sudden realization that shifts a character's actions or understandings, you've found an **Aha Moment** signpost.

Annotate: Mark the two things that Mitchell suddenly realizes in paragraphs 52 and 53.

Predict: How might Mitchell change his actions now that he knows why he hasn't been playing well?

ran like a deer after hitting the ball over the fence. Then she fell in love with him.

53 But he'd never be here in the bleachers to watch me play the game he loved best of all. I wanted so badly to connect with him that—even though I knew it was impossible—my mind was twisted against itself whenever I went out onto the field.

54 Uncle Tommy's hand was on my shoulder. He stayed silent until I'd cried myself out. Then he climbed down out of the stands with me when I went to pick up my glove—which had landed far out in left field.

55 "Time to check on the hawks," he said.

56 Uncle Tommy never drove. Instead he'd let me take him places in the old beater truck I'd bought with the money I'd earned working summers with him at the Indian Village, teaching the tourists about real Native people. Neither one of us said anything until we were almost at his place.

57 "Mitchell, maybe your mind is getting clear now, but you still need to train your eye," he said as we pulled in the drive. "We'll start tomorrow morning."

ANALYZE CONFLICT

Annotate: In paragraph 57, mark one thing that Uncle Tommy—in sharing the **Words of the Wiser**—thinks is improving for Mitchell and one thing he thinks Mitchell still has to work on.

Interpret: What does Uncle Tommy mean? How do these two things contribute to the conflict that Mitchell is experiencing?

58 I came back at dawn. Of course he was already up and waiting for me with his own glove, a beautiful old Louisville Slugger,[5] and a whole box of baseballs. All stuff that he'd stored in that little attic of his, which somehow seemed to have more storage space than a cargo ship. He'd never let me go up there, but he was always producing unexpected things from it. Like that time he brought down two saddles and blankets and all the gear for riding and roping calves. But that's another story.

59 "Batting practice," he said, pointing at the home plate he had set up against the side of his house.

60 Uncle Tommy had been a pitcher when he was in Indian school and it turned out he could still bring it—fastball, slider, even a tricky little curve.

61 "Focus," he'd say. "Don't see anything except that ball getting bigger. Connect." Then he would whiz another one past me. But by Sunday afternoon I started making contact.

62 "Are you slowing the pitches down?" I said.

63 "Nope." Uncle Tommy smiled. "You are." He got ready to throw again. "Relax with power," he said. "Hard and easy."

64 He had another trick up his sleeve. "The way we always used to learn," he said, "was by watching nature. I got another teacher for you here."

65 He wrapped a deerskin around his arm and we walked out back.

[5] **Louisville Slugger:** official bat of Major League Baseball, originally designed by "Bud" Hillerich of Louisville, Kentucky.

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66 "Hawk," he called, holding up his arm. Uncle Tommy never gave names to wild animals more than that. A deer was just "Deer," a bear was just "Bear." But when he called out the word "Hawk," the one hawk he was calling to was always the one that would come. This time it was the big red-tail. It dove down out of the tree, braked with its wings, and reached out its big talons to grasp his arm.

67 "How can this hawk catch a bird in flight at ninety miles an hour?" Uncle Tommy said.

68 "Because he sees it?" I asked.

69 Uncle Tommy shook his head. He wanted me to think.

70 "Because he sees where it's going to be," I said.

71 "Go ahead," Uncle Tommy said. He lifted his arm and the hawk took flight. It whistled as it rose and then began circling overhead. I cut a piece of meat from the flank of the road-killed doe we'd picked up from the main road that morning. It was a piece about the size of a baseball. I cocked my left arm and heaved it.

72 Before it could hit the ground, that red-tail caught it out of midair with its claws.

73 Our next game was Wednesday afternoon. Instead of the usual heavy feeling of hopeless despair, I was feeling sick to my stomach. I felt like I might even throw up. And that wasn't a bad thing. Whenever I threw up in the locker room before I went out on the mat to wrestle, I usually ended up doing good. In another couple of minutes we'd be heading out on the field. My gut roiled.

74 "Excuse me, guys," I said, heading for the john.

75 "Hey," Robby Mills, our shortstop said, "Sabattis is about to lose his lunch."

76 "Cool," Zach Branch said. He was on the wrestling team with me.

77 It wasn't that big a game that day for most of us. It was the Carrier Falls Cougars we were playing and we'd beaten them already a few weeks ago by a score of 4–1, despite my striking out three times. But it was big enough for me. It started in the top of the third inning when I called for a fly ball and not only caught it, but threw it back in quick and hard enough to catch the Cougars runner who'd been on base between second and third. My first double play! Robbie almost cracked my ribs when he came running out from shortstop to hug me.

ANALYZE POINT OF VIEW

Annotate: Mark the words and phrases in paragraph 66 that suggest that Mitchell thinks Uncle Tommy has a special connection with animals.

Analyze: How does reading about Uncle Tommy from Mitchell's perspective shape the way readers feel about the character of Uncle Tommy?

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78 Bottom of the third, I was the second batter up. I looked up just before the pitch and thought I saw a bird circling above the field. Then the pitcher reared back and let it fly. It was a curveball. I saw that clearly as it came toward me. I swear I could even see that there was a smudge of green from the turf on the ball's lacing as it rotated toward me. My swing was strong, but relaxed at the same time. Hard and easy. And I connected.

79 The ball hit the sweet spot on the bat. It was a sound half crack and half chunk, a sound I had heard before, just plain music. And the ball was rising, heading up and out, and I knew it was going far past any of the fielders, way out beyond the fence. People were yelling at me to run, but I was just standing there, watching it go, flying toward the sun.

80 And that was when the yelling stopped. It stopped as that hawk dove. It caught the ball in its claws, banked, flapped its wings, and floated off toward the distant mountains, taking what should have been my first home run with it.

81 "You got it, Dad," I whispered. Don't ask me why I said that or if it makes any sense. I mean, I knew it was just Uncle Tommy's red-tail.

82 I turned to the umpire, whose mouth was open as he watched the big bird disappear.

83 "Hey," I said in a soft voice, "I think I know what you should call it." Then I told him.

84 A big grin came to his face and he pointed off in the direction the hawk had gone.

85 He yelled it out and everybody in the park went wild.

86 The pitcher was so rattled by what had happened that he threw me an easy one on his next pitch that I stroked over the third baseman's head for a double.

87 I ended up that day with two more doubles and a sacrifice bunt to my credit. We won 5–2. And I played out the rest of that season with a batting average of .285 and a reputation as a better than average fielder. I even had a grand slam home run the last game of the season. But the best moment I ever had in baseball came that day against the Cougars. It came to me because of what Uncle Tommy taught me about letting go of anger and putting my heart in the game. It allowed me to have my best hit ever, even if it ended up being a foul ball.

ESSENTIAL QUESTION:
How do games impact our lives?

Review your notes and add your thoughts to your Response Log.

TURN AND TALK

Get together with a partner and talk about what happens in paragraphs 80–81. What was your response to this event?

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Assessment Practice

Answer these questions before moving on to the **Analyze the Text** section on the following page.

1. This question has two parts. First answer **Part A**, then **Part B**.

Part A

Which best describes the main conflict in "Ball Hawk"?

(A) Mitchell is playing baseball to make his mother happy.

(B) Mitchell needs to reconnect to his heritage.

(C) Mitchell has no talent at baseball so he requires extra training.

(D) Mitchell plays badly because he is angry over his father's death.

Part B

Select **two** pieces of evidence that support the answer to Part A.

(A) "Uncle Tommy, though, saved me from turning my back on being a skin." (paragraph 4)

(B) "True, I'd always been good at other sports like football and wrestling, but baseball had me buffaloed." (paragraph 6)

(C) "My mom wanted me to play baseball because she knew how much Dad loved the game." (paragraph 52)

(D) "I wanted so badly to connect with him that—even though I knew it was impossible—my mind was twisted against itself whenever I went out onto the field." (paragraph 53)

(E) "Mitchell, maybe your mind is getting clear now, but you still need to train your eye," he said as we pulled in the drive." (paragraph 57)

2. How does paragraph 27 help develop the character of Uncle Tommy?

(A) It emphasizes his compassionate nature.

(B) It suggests he has a hidden past.

(C) It compares him to a fierce predator.

(D) It praises his knowledge of Indian folklore.

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Test-Taking Strategies

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Analyze the Text

Support your responses with evidence from the text.

NOTICE & NOTE

Review what you **noticed and noted** as you read the text. Your annotations can help you answer these questions.

1 **ANALYZE** Inner conflicts are usually expressed through a character's thoughts. Reread paragraphs 4–10. What is Mitchell's attitude as he describes his conflicting feelings about playing baseball? Use this chart to fill in your responses along with evidence from the text:

Mitchell's Inner Conflicts	Mitchell's Attitude
His ethnic identity	
His performance at bat	
His mom's view of baseball	
His memories of his dad	

2 **CONTRAST** How does the author use the first-person point of view to show Mitchell's feelings about playing baseball and to contrast those feelings with his mother's feelings about his playing the game?

3 **ANALYZE** Why does Mitchell's mother want him to play baseball? What does Mitchell realize in paragraphs 42–52 as he explains his reasons for staying on the team?

4 **EVALUATE** Consider how different this story would be if it were told from a third-person point of view. Was first person the best narrative point of view for this story? Why or why not?

5 **DRAW CONCLUSIONS** What does Uncle Tommy, in his **Words of the Wiser** role, do to help resolve the conflict in the story? And how does this shape Mitchell's development in the story?

6 **ANALYZE** When a writer provides hints that suggest future events in a story, it's called **foreshadowing.** Identify and explain an example of foreshadowing that is also an **Aha Moment** in "Ball Hawk."

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Choices

Here are some other ways to demonstrate your understanding of the ideas in this lesson.

Writing

Epilogue

Write a brief epilogue or concluding section that describes Mitchell's views of baseball one year after the story ends.

1. Consider how Mitchell might feel about baseball and his father's ties to it in a year.
2. Reveal where Mitchell is and what he's doing. Match the original story by continuing in the first-person point of view.
3. End by explaining whether Mitchell plans to continue playing baseball.

As you write and discuss, be sure to use the Academic Vocabulary words.

- **attitude**
- **consume**
- **goal**
- **purchase**
- **style**

Media

Baseball Card

Use details from the story and your own imagination to create a baseball card for Mitchell.

- As a group, review the text and note details about Mitchell's appearance, background, and batting average. Use your imagination to fill in any gaps.
- Find baseball cards on the Internet to use as a guide for the card's design and layout.
- Create your card. Draw Mitchell's picture on the front. Display biographical details and statistics on the back.
- Share and compare your card with others created by classmates.

Social & Emotional Learning

Players' Struggles

Some players thrive under pressure. Others grow tense. The latter response might result from an anxiety disorder such as social anxiety disorder (SAD).

- Find out how team players struggle with this problem.
- Discover what triggers anxiety disorders and what self-help tips are available.
- Share findings in a discussion with your class.

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Expand Your Vocabulary

PRACTICE AND APPLY

Mark the letter of the answer to each question.

1. Which is an example of a **federal** employee?

   a. the president of the United States **b.** the governor of your state

2. Which is more likely to be a team **mascot?**

   a. a ship **b.** a panther

3. Which list includes three **consecutive** days?

   a. Monday, Wednesday, Friday **b.** Thursday, Friday, Saturday

Vocabulary Strategy

Greek Roots

The word *pathetic* from "Ball Hawk" contains the root *path*, which comes from the Greek word *pathos*, meaning "feeling," "suffering," or "disease." The root *path* is found in many English words. To understand a word containing *path*, use context clues—the words and sentences around the word—as well as your knowledge of the root.

Ed **Interactive Vocabulary Lesson: Common Roots, Prefixes, and Suffixes**

PRACTICE AND APPLY

Choose the word below that best completes each sentence. Be ready to explain how the Greek root *path* helps give meaning to each word.

empathy **antipathy** **pathogen**

1. Researchers studied the _____ that causes the flu.
2. Despite their _____ toward one another, the two players worked well together on the field.
3. One way to show _____ is to imagine how you would feel in another's situation.

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Watch Your Language!

Commonly Confused Words

Words that sound alike but have different meanings and spellings can cause problems for writers. Look at this example from "Ball Hawk."

> **"Baseball is great," I said. "It's just me. I stink."**

In this example, *it's* (meaning "it is") is often confused with *its* (the possessive form of *it*). Some other commonly confused words include the following: *accept/except*, *past/passed*, *there/their/they're*, and *to/two/too*.

Ed
Interactive Grammar Lesson: Commonly Confused Words

Rereading your writing to correct errors will help you communicate more effectively. If necessary, consult a dictionary and determine which word has the meaning that fits your sentence.

PRACTICE AND APPLY

Mark the word that correctly completes each sentence. Then write the meaning of the word on the line.

1. Janine didn't want the game to (**affect/effect**) her friendship with Laila.

2. The basketball players wanted (**their/there/they're**) own special jerseys.

3. Mitchell swung the bat (**to/two/too**) soon.

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Get in the Zone: The Psychology of Video-Game Design

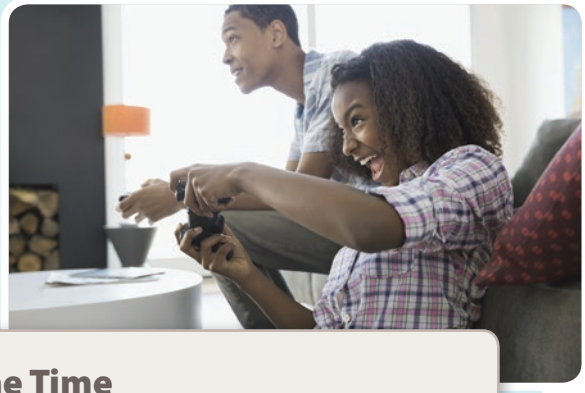
Informational Text by **Aaron Millar**

Engage Your Brain

Choose one or more activities to start connecting with the informational text you're about to read.

Weigh in on Gaming

Video games are often highly praised or strongly criticized. What might be the positive or negative effects of video games? With a partner, list the positives and negatives of video games. Then, compare your list with other student pairs.



Game Time

List some video games you've played or heard about.

1. Discuss what makes them challenging.
2. Share how long it takes to master them (if mastery is possible).

Game Face

In the box, draw a favorite video-game character or an avatar you'd like to use when you play.

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Predict

Making predictions as you read nonfiction texts means making educated guesses about what the author will discuss next. As you read on, you may confirm or change your predictions. Identifying clues in text elements such as the following can help you make predictions.

- **Text Features:** Subheadings, boldfaced words, and graphics often reveal ideas that you can use to inform your predictions.
- **Structures:** The way text is organized (for example, cause/effect or sequence) helps you predict what the author will explain next.

Use the chart below as you analyze the selection.

Focus on Genre

Informational Text

- provides factual information and/or explanations
- presents evidence to support key ideas
- often contains text features, such as subheadings
- includes magazine and newspaper articles, legal documents, essays, and speeches

PREDICTION	TEXT EVIDENCE THAT CONFIRMS IT

Analyze Purpose and Perspective

An author's **purpose** is the reason an author writes a particular work. **Perspective** is the author's particular attitude or way of regarding the topic he or she is writing about. Here's how nonfiction authors establish a purpose and perspective:

- Through **diction,** an author's word choice.
- Through **syntax,** the way an author arranges words.

The author can use diction and syntax to develop his or her **voice,** or unique style, and **tone,** or attitude toward a subject. Voice and tone can influence perspective. As you read the selection, think about the author's purpose and his or her particular perspective.

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Annotation in Action

In the model, you can see one reader's notes about part of the text. As you read the selection, look for places where you might make predictions.

Sound familiar?

Frustration is something every gamer knows all too well. But why do some video games completely absorb us in their world while others leave us howling at the screen? The answer has less to do with your ability to press buttons than it does with what's happening in your brain. Good games are designed to get you "in the zone"—a heightened state of concentration, and enjoyment, that psychologists call flow.

The author asks a question. I predict that he'll explain why some games are great and some aren't.

Expand Your Vocabulary

Put a check mark next to the vocabulary words that you feel comfortable using when speaking or writing.

absorb	☐
wholly	☐
immerse	☐
irrelevant	☐
disoriented	☐

Turn to a partner and talk about the vocabulary words you already know. Then, write a few sentences about a brand-new video game you'd like to try. As you read "Get in the Zone: The Psychology of Video-game Design," use the definitions in the side column to learn the vocabulary words you don't already know.

Background

There's no question that video games are a popular pastime. From the first video-game consoles and arcade video games in the 1970s to today's generation of online 3D and virtual-reality games, video games have captured the attention of players of all ages. What makes some games more popular than others? In this selection, author **Aaron Millar** gives his answer to that question.

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Get in the Zone: The Psychology of Video-Game Design

Informational Text by **Aaron Millar**

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Find out why some games hook you while others hold no appeal.

1 The dragon rises above me, breathing flames into the night air. Stone ramparts crumble in the township; houses burn. Screams echo all around me. I have only one chance. His jaws open. I draw my sword. But before I can react, he's snatching me into his talons, throwing me in his mouth, and the hero . . . dies. In exactly the same place. Again. It's completely unfair. I throw my control pad on the floor, scream at the screen, and walk out of my bedroom in disgust.

2 Sound familiar?

3 Frustration is something every gamer knows all too well. But why do some video games completely **absorb** us in their world while others leave us howling at the screen?

ANALYZE PURPOSE AND PERSPECTIVE

Annotate: Mark details in paragraph 1 in which the author is talking about himself.

Interpret: What do you think is the author's purpose in opening the text with this description?

absorb
(əb-zôrb´) *v.* Things that *absorb* you occupy your time or attention.

The answer has less to do with your ability to press buttons than it does with what's happening in your brain. Good games are designed to get you "in the zone"—a heightened state of concentration, and enjoyment, that psychologists call flow.

4 In a state of flow even the most difficult tasks feel effortless and easy to complete. Just beat your best lap time by 10 seconds? That's flow. Killed the monster you were stuck on for two weeks? Welcome to the zone. "In a flow state," explains psychologist Jamie Madigan, author of psychologyofgames.com, "you don't have to think. Your performance is automatic. The rest of the world falls away, and you are **wholly** focused on the screen." Top athletes and rock stars describe this state of mind when they're performing at their best. But gamers have an edge: unlike the real world, video games are designed to get us into this state as quickly as possible—and keep us there. It's why we play: flow is fun. But some games are better than others. And here's why.

wholly
(hōˊlē) *adv*. If a speech deals *wholly* with the history of the solar system, that is the only topic the speaker discusses.

NOTICE & NOTE
QUOTED WORDS

When you notice the author has quoted an expert, you've found a **Quoted Words** signpost.

Notice & Note: Mark the explanation that Jamie Madigan gives in paragraph 4.

Evaluate: Why does the author include this quote? What does it add to your understanding of flow?

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Challenge

5 If you kill the dragon the first time, it's boring; don't kill him the hundredth time and it's just plain annoying. Flow happens only when there's a perfect balance between the challenge of the game and the skill level of the player. "It should be difficult," Madigan says, "but just possible."

6 The reason has to do with the amount of information our minds can hold at any one time. Imagine your brain is like a backpack. If it's filled to the top with just the skills required for the game, there's no room left for any distractions. You're completely **immersed** in that imaginary world. But put in too much and your backpack will break—you'll get stressed and fed up with playing; too little, and you'll start thinking about that party next week.

7 It's a delicate balancing act: in order to keep us in the zone, games have to increase their level of difficulty at precisely the same rate at which players improve their level of skill. And everyone's different. "The secret," according to Madigan, "is designing games that have really clear feedback so that you know when you're doing something well or poorly, and why."

Focus

8 Imagine fighting a horde of zombies while being distracted by something out the window. Not easy, right? Flow requires focus. The games we love force us to concentrate at just the right level—but in order to get us in the zone, they must *direct* our concentration in the right way, too.

9 That's because focus, our ability to pay attention, is like a flashlight beam—it can only shine on one or two things at a time. Too much information, or **irrelevant** info, onscreen and our focus blows a fuse. We become **disoriented,** unmotivated, and unsure of what to do. The zombies win.

10 Ever been lost in a dungeon, not sure if you're supposed to find a key, move a block, or start again? That's bad flow. The best game designers keep us in the zone by steering our attention, like movie directors, from one challenge to the next—we're simply along for the ride.

PREDICT

Annotate: Mark the subheading that introduces paragraphs 5–7. Predict what you think will be discussed under that subheading.

Analyze: Review your prediction after you read the section. Did the text reflect your prediction? Explain.

immerse
(ĭ-mûrs´) *v.* If you *immerse* yourself in an activity, that activity is the only thing that you are focused on.

irrelevant
(ĭ-rĕl´ə-vənt) *adj.* Something that is *irrelevant* is unrelated to the matter under consideration.

disorient
(dĭs-ôr´ē-ĕnt´) *v.* To *disorient* is to make someone or something lose a sense of direction.

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VOCABULARY

Verify Meaning Try to infer the meaning of the word *virtual* from its context in paragraph 12. If the meaning is still unclear, look up the word in a dictionary.

ANALYZE PURPOSE AND PERSPECTIVE

Annotate: Mark one opinion that appears in paragraph 13.

Analyze: What does the fact that an opinion is included tell you about the author's perspective?

Reward

11 Fighting the dragon should be fun, but we need a reason to keep trying, too. Goals are built into games to keep us coming back for more. But goals without rewards are like pancakes without maple syrup: hard to swallow and a lot less sweet.

12 That's because rewards release a chemical called dopamine in our brain, and that makes us feel good. When you get an A+ on your test, that warm feeling inside is the reward center of your brain having a party. And that same chemical is released by virtual rewards too. Just leveled up, or beat your best score? Hello, dopamine.

13 The key, according to Madigan, is designing games with "micro-rewards that are linked to longer term goals." Saving the king is a worthy mission, but should I storm the castle or sneak in undetected? The best games break long-term goals into clear, manageable chunks and reward us for achieving each one: search the store room for a grappling hook; steal the key from the guards; scale the tallest tower. Bingo. The king's free and has just given me my own province to rule.

14 Rewards are like fuel for flow. We need to keep filling up if we're going to slay the dragon, build our empire, and make it to the end of the game.

PSYCHOLOGICAL EDGE: TIPS FOR GAMERS

- Games are most fun when the level of difficulty is just above your level of skill. It should be hard, but not impossible. If you're screaming at the screen, it's probably a mismatch. Try manually adjusting the level of challenge instead.
- Increase your gaming flow by removing distractions before you play: turn off the lights, stop texting, and focus all your attention on the screen.
- If the game feels too open-ended, or you're not sure what to do next, try breaking down big goals into more immediate and manageable chunks.

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TURN AND TALK

What video games put you in the zone? Discuss your thoughts with a partner.

ESSENTIAL QUESTION:

How do games impact our lives?

Review your notes and add your thoughts to your Response Log.

Assessment Practice

Answer these questions before moving on to the **Analyze the Text** section on the following page.

1. Select **two** sentences that express the purpose of the bulleted points under the heading "Psychological Edge: Tips for Gamers."

- (A) They give readers advice about how to play video games better and enjoy them more.
- (B) They list and rate several popular video games.
- (C) They summarize the author's ideas about the best way to play video games.
- (D) They present the author's main points regarding "flow."
- (E) They summarize the kinds of rewards that players of video games like best.

2. Read the excerpt from the text.

> But goals without rewards are like pancakes without maple syrup: hard to swallow and a lot less sweet.

Which statement best expresses the idea presented by the comparison in the excerpt?

- (A) It is easier to earn rewards when the goals are interesting.
- (B) It is difficult to pay attention to a goal when you're hungry.
- (C) It is easier to achieve a goal when there is a reward.
- (D) It is difficult to achieve small rewards like pancakes with syrup.

Ed **Test-Taking Strategies**

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Analyze the Text

Support your responses with evidence from the text.

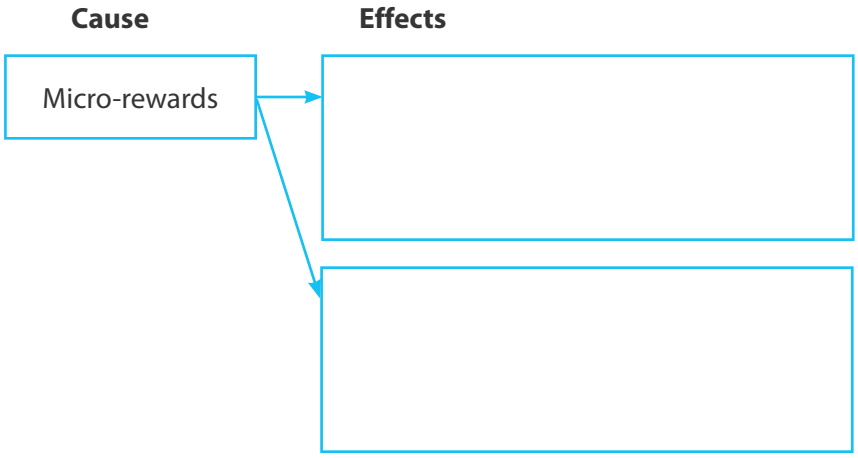
NOTICE & NOTE

Review what you noticed and noted as you read the text. Your annotations can help you answer the questions.

1. **SUMMARIZE** Reread paragraphs 3 and 4. Then summarize in a few sentences what the author means by "flow" in video games. How does that idea serve to introduce the other three sections in the essay—"Challenge," "Focus," and "Reward"?

2. **ANALYZE** Where in the text does the perspective change, and how does it change? How does the structure of the article help express the author's attitude toward the subject?

3. **CAUSE/EFFECT** A cause can have more than a single effect. According to the article, how do micro-rewards affect the player's experience of the game?



4. **INTERPRET** What was the author's purpose in first using a personal perspective and then a factual one?

5. **ANALYZE** What are two types of evidence the author offers to support his discussion of the concept of flow? Which type of evidence do you think is more effective? Explain.

6. **ANALYZE** Reread the **Quoted Words** of Jamie Madigan in paragraph 7. How do this expert's opinions support the author's claims? Cite evidence to support your answer.

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Choices

Here are some other ways to demonstrate your understanding of the ideas in this lesson.

Writing

Video-Game Storyline

Describe a story you'd like to develop into a video game.

1. First, determine the type of game it will be. What's the overall goal? Will it include role-play? Will there be lots of action? What will make it fun?
2. Generate ideas for the story, including details of the setting and characters.
3. Craft your story to fit your game type.
4. Work on developing the world of your game.

As you write and discuss, be sure to use the Academic Vocabulary words.

- **attitude**
- **consume**
- **goal**
- **purchase**
- **style**

Media

Sketchnote

Use this visual form of note-taking to capture the big ideas of the article.

- Closely review the article for important details. Pay attention to the subheadings.
- Draw doodles or simple figures to use in the place of words. For example, a stack of wavy lines can represent the idea of "flow." Two wide eyeballs can stand for the idea of "focus."
- Use arrows to connect your ideas. Use stars to highlight important facts or quotes.
- You can include short phrases to describe big ideas. Try to contain the words in frames to keep them short.

Speaking & Listening

Group Discussion

Adapt what you learned in "Get in the Zone" to discuss another video game. In a small group, give a rating to a video game you've played (or would like to).

- Choose a specific game. In the discussion, use precise details to describe it.
- Describe your (real or imagined) experience playing the game. Evaluate its flow—that is, how well it makes you focus on and enjoy the action.
- Offer either praise or suggestions for improving the game.

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Expand Your Vocabulary

PRACTICE AND APPLY

Mark the letter of the word whose meaning is similar to the vocabulary word. Verify your answers by using an online dictionary or thesaurus.

1. **absorb**
- **a.** bleed
- **b.** consume
- **c.** sing

2. **wholly**
- **a.** totally
- **b.** partially
- **c.** fortunately

3. **immerse**
- **a.** submerge
- **b.** uncover
- **c.** enormous

4. **irrelevant**
- **a.** dreamlike
- **b.** appropriate
- **c.** unnecessary

5. **disorient**
- **a.** clarify
- **b.** confuse
- **c.** doubt

Vocabulary Strategy

Verify Meaning

When you come across an unfamiliar word in a text, use the following steps to verify the word's meaning:

1. Infer the likely meaning of the word or phrase by using context—surrounding words and sentences.
2. Substitute a likely meaning in the sentence to check for sense.
3. Look up the word in a dictionary to verify its meaning.
4. If there are multiple definitions, determine which one fits best.

Ed
Interactive Vocabulary Lesson: Context Clues

PRACTICE AND APPLY

Find the word *undetected* in paragraph 13 of the selection. Then, use the four steps above to determine the word's meaning. Write the sentence and your thinking about the meaning below.

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Watch Your Language!

Misplaced Modifiers

Modifiers are words or groups of words that change, limit, or add to the meanings of other words. Adjectives and adverbs are common modifiers. Other modifiers include prepositional phrases, participial phrases, and infinitive phrases. Modifiers should be placed as close as possible to the words they modify in order to avoid confusion.

Misplaced Modifiers Sometimes a modifier is placed so far away from the word it modifies that the meaning of the sentence is unclear. Prepositional phrases and participial phrases are often misplaced. Even a whole clause can be misplaced, as in this example:

Ed
Interactive Grammar Lesson: Placement of Modifiers

Misplaced: **We trapped the zombie in the cellar that was menacing the town.**
Clearer: **We trapped the zombie that was menacing the town in the cellar.**

In the above example, the zombie, not the cellar, was menacing the town. One way to correct the sentence is to move the adjective clause *that was menacing the town* closer to the noun it modifies—*zombie*.

PRACTICE AND APPLY

Revise each sentence to correct the misplaced modifier.

1. We fought the ogres with our bare hands who were chasing us.

2. I will not lend any video games to anyone from the video game store.

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It's Not Just a Game!

Informational Text by **Lori Calabrese**

ESSENTIAL QUESTION:
How do games impact our lives?

Engage Your Brain

Choose one or more activities to start connecting with the selection you are about to read.

Phone Research

Quickly research the history of a sport or game. Make sure you answer these questions:

- where and when it began
- how it spread and became popular

Emoji Reaction

Draw an emoji that expresses your interest in playing and watching a sport or a game. Then draw another emoji to show your interest—or lack of interest—in another sport or game.

Game Plan

Imagine a new board game. Write a description of it, including the goal of the game and the characters playing it.

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Determine Central Ideas

In an informational text, a **central idea,** or main idea, is the most important idea about a topic. It may be stated directly in a sentence, or it may be implied. The central idea is often suggested by smaller key ideas, each developed in a paragraph or longer section of the work.

Central ideas are supported by details or facts and other pieces of information that build upon and clarify the ideas. As you read "It's Not Just a Game!," keep track of key ideas and supporting details by taking notes using the chart below.

Focus on Genre

Informational Text

- provides facts and explanations
- includes details that support a central idea about the topic
- answers *who, what, where, when, why,* and/or *how* questions
- may include text features, such as subheadings, to help organize information

CENTRAL IDEAS	SUPPORTING DETAILS

Analyze Organizational Structure

Effective informational writing almost always follows an **organizational pattern,** or structure. For example, an author may present information in chronological order (the time order in which events happened) or in order of importance. Sometimes an author chooses a **descriptive pattern,** presenting various kinds of information about the topic—historical background, characteristics, examples, comments from experts, comparisons, and so on. To organize the information, the author may use subheadings, such as those within "It's Not Just a Game!"

As you read "It's Not Just a Game!" pay attention to how the author presents various kinds of information. Consider how each kind of information helps you understand the topic.

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Annotation in Action

In the model, you can see one reader's notes about a section of "It's Not Just a Game!" As you read the selection, mark details you connect to and details you want to learn more about.

Whether you run a race, bounce a basketball, or hurl a baseball home, you do it because it's fun. Some scientists claim play is a natural instinct—just like sleep. That might explain why sports are likely to be as old as humanity.

These are sports I know. I like running and playing hoops.

Expand Your Vocabulary

Put a check mark next to the vocabulary words that you feel comfortable using when speaking or writing.

accomplishment	☐
negotiate	☐
mutual	☐
utilization	☐

Turn to a partner and talk about the vocabulary words you already know. Then, write a one-paragraph opinion of any sport, using as many of the vocabulary words as you can.

As you read "It's Not Just a Game!" use the definitions in the side column to help you learn the vocabulary words you don't already know.

Background

Lori Calabrese worked as a TV producer for ten years and then became a writer after she had children. Her first book was the well-received picture book *The Bug That Plagued the Entire Third Grade.* She also has written many nonfiction articles for young people. Calabrese says that she is "forever probing people and places in search of information." She notes, "I love research—in fact, I can't get enough."

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It's Not Just a Game!

Informational Text by **Lori Calabrese**

Discover what sports can add to our lives.

NOTICE & NOTE
As you read, use the side margins to make notes about the text.

1 Whether you run a race, bounce a basketball, or hurl a baseball home, you do it because it's fun. Some scientists claim play is a natural instinct—just like sleep. That might explain why sports are likely to be as old as humanity.

2 Some claim sports began as a form of survival. Prehistoric man ran, jumped, and climbed for his life. Hunters separated themselves by skill, and competition flourished. Wall paintings dating from 1850 B.C., that depict wrestling, dancing, and acrobatics, were discovered in an Egyptian tomb at Bani Hasan.[1] The ancient Greeks revolutionized sports by holding the world's first Olympic games at Olympia in 776 B.C. But it wasn't until the early nineteenth century, that sports as we know them came into play. (Pardon the pun!) Modern sports such as cricket,[2] golf, and horse racing began in England and spread to the United States, Western Europe, and the rest of the world. These sports were the models for the games we play today, including baseball and football.

ANALYZE ORGANIZATIONAL STRUCTURE

Annotate: In paragraph 2, mark references to three groups of people from the past.

Analyze: Review the entire paragraph. How does the author use time order to organize information?

[1] **Bani Hasan** (bän´ē hä-sŏn´): ancient Egyptian burial site, located along the Nile River.
[2] **cricket** (krĭk´ĭt): English team sport, played with a bat, ball, and wickets.

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DETERMINE CENTRAL IDEAS

Annotate: In paragraph 4, mark the sentence that captures the central idea of the section.

Analyze: How does this idea relate to the heading of the paragraph?

3 All organized sports, from swimming to ice hockey, are considered serious play. There are rules to obey, skills and positions to learn, and strategies to carry out. But Peter Smith, a psychology professor at Goldsmiths, University of London, and author of *Understanding Children's Worlds: Children and Play* (Wiley, 2009), says, "Sport-like play is usually enjoyable and done for its own sake."

Different Sports for Different Folks

4 Sports come in many shapes and sizes. Both team and individual sports have advantages and disadvantages, but most people find that from an early age, they are drawn toward one or the other. In a team sport like soccer, you're part of a group, striving to be a winning team. That means putting the team ahead of your own **accomplishments.** You must learn to get along with your teammates and share responsibility. In an individual sport like tennis, you're usually only concerned about your own performance. That can make these sports more challenging.

accomplishment
(ə-kŏm´plĭsh-mənt) *n.* An *accomplishment* is a task that you succeed in doing.

The Ultimate Value of Sports

5 Whether it's football or golf, there's little doubt about the value of sports. According to the American Academy of Pediatrics (AAP), "play is essential to the cognitive, physical, social, and emotional well-being of children and youth." Play exercises not only our bodies but also our minds. Sports teach us about ourselves and our world. We learn how to **negotiate** plans, settle disagreements, and how to monitor our attitude. The skills we learn playing can be applied to school and work. Since organized sports are a hands-on, minds-on learning process, they stimulate our imagination, curiosity, and creativity. Research on play, including sports, indicates it is important to healthy brain development. We use language during play to solve problems; we use thinking when we follow directions to a game; and we use math skills to recognize averages and odds of each sports play.

negotiate
(nĭ-gō´shē-āt´) *v.* When you *negotiate*, you work with others to reach an agreement.

6 Sports also raise our energy level and act as antidepressants. Activity increases the brain's level of chemicals called *endorphins,* which boost mood. When we start moving and having fun, we feel good about ourselves.

Forgetting the Fun

7 In a perfect world, everyone would have fun playing sports. But that's not always the case. Sports can get aggressive and cause scrapes, bruises, and broken bones. They can also hurt

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us psychologically. David Elkind, professor emeritus of Child Development at Tufts University and author of *The Power of Play,* says that when young children play self-initiated games such as tag or hide-and-seek, "misunderstandings and hurt feelings are part of the learning process and happen in a context of **mutual** respect. Those playing organized team sports don't have the same supportive network. The sense of competition outweighs the sense of cooperation and can be hurtful to the child's sense of self and self-esteem." Playing sports is usually fun, but sometimes we can get frustrated. It might be because of the pressure to win, parents who yell and scream from the stands, or coaches who treat us unfairly. Sports are supposed to bring people together, but they can also drive people apart. When sports are separated into skill level, gender, or ethnicity, some players feel isolated, begin to forget the fun in sports, and even want to quit. Sports may not always be a positive experience, but even when they're not, they give us a dose of how to face life's challenges.

Making Sports Work for Us

8 Playing sports doesn't mean you have to play on a varsity team. And very few people have what it takes to be a professional athlete. But your school basketball coach or gymnastics teacher has found a way to make play their work. And in doing so, they've found the work best suited to who they are. According to Elkind, "Whenever we combine play with work, as in our hobbies, cooking, gardening, sewing, and carpentry, it is the full **utilization** and integration of all our interests, talents, and abilities. It's an activity that makes us feel whole."

NOTICE & NOTE
CONTRASTS AND CONTRADICTIONS

When you notice a sharp contrast between two or more elements in a text, you have found a **Contrasts and Contradictions** signpost.

Notice & Note: Mark text describing why the psychological response of players in self-initiated games can differ from the response of team-sport players.

Analyze: Why do you think the author chooses to include this contradictory information?

mutual
(myōō´choo-əl) *adj.* Something is *mutual* when everyone treats each other the same way or shares the same feeling.

Close Read Screencast
Listen to a modeled close read of this text.

utilization
(yōōt´l-ĭ-zā´shən) *n. Utilization* is putting something to use in an effective way.

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9 Play is so important to our development that the United Nations High Commission for Human Rights has included it as a right of every child.[3] In other words, it's your birthright to play! And there's no better place to play and learn about the world than on a sports field. So regardless of *your* sport—from swimming to soccer—play to have fun and you'll automatically win!

Keep Your Eye on the Ball

DETERMINE CENTRAL IDEAS

Annotate: Review paragraphs 10–15. Mark text in each paragraph that expresses the paragraph's key idea.

Summarize: Summarize the central idea of paragraphs 10–15 in your own words.

10 Are your eyes glued to the TV when a basketball superstar takes the court or a baseball superstar steps to the plate? While fans fill arenas, even more click on their TVs to watch athletes slam a puck into a net or hit a ball with a fat stick. Play isn't only something to do; it's also something to watch others do.

11 Sports are a form of entertainment. The joy you and your teammates get by working together is the same joy your family, friends, and other spectators get when they watch. Fans experience the thrill of victory and the agony of defeat,[4] just like the players on the field. Think of all the applauding, shouting, and yelling that happen at sporting events. It's a way for many of us to live vicariously through the players' actions.

12 Sports are also social events—opportunities for strangers to cheer together and debate outcomes. A Saturday morning game is a great way to spend time with family.

13 Sports involve learning, too. Fans research players, teams, and the sports themselves. How many fans do you know who are walking encyclopedias of sports trivia?

14 Why do so many of us watch sports and have a favorite team? Studies show that it fills both emotional and psychological needs. We feel self-confident and experience joy when our favorite team wins. Sports fulfill our human need to belong, and many fans, whether their team wins or loses, enjoy the suspense that allows them to release their emotions. Where we live, our family background, peer pressure, and our own sense of self (identity) all determine which baseball cap we wear and why we root for *our* team.

15 So the next time you put on your Red Sox cap and tune in to the game, remember it's not just about the amazing pitchers and batters, but about the way you feel when you watch *your team* play.

[3] **United Nations High Commission for Human Rights:** In 1989, the United Nations passed the Convention on the Rights of the Child, a treaty that protects the human rights of every child.

[4] **the thrill of victory and the agony of defeat:** This sports phrase was originally part of the introduction to *Wide World of Sports,* a popular TV program that ran from 1961 to 1998.

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TURN AND TALK

Do you like to play sports? Watch sports? With a partner, discuss how important sports are to people's lives today, and why.

ESSENTIAL QUESTION:

How do games impact our lives?

Review your notes and add your thoughts to your Response Log.

Assessment Practice

Answer these questions before moving on to the **Analyze the Text** section on the following page.

1. How does the author support the central idea in the section "Forgetting the Fun" that team sports can be psychologically damaging?

- (A) She cites an author of a book on play.
- (B) She provides examples of coaches who are unfair.
- (C) She suggests that sports can cause broken bones.
- (D) She notes that parents can put pressure on kids to win.

2. Select **two** pieces of evidence in the section "Keep Your Eye on the Ball" that support the idea that sports benefit both spectators and players.

- (A) "Sports are a form of entertainment." (paragraph 11)
- (B) "The joy you and your teammates get by working together is the same joy your family, friends, and other spectators get when they watch." (paragraph 11)
- (C) "A Saturday morning game is a great way to spend time with family." (paragraph 12)
- (D) "Sports involve learning, too." (paragraph 13)
- (E) "Sports fulfill our human need to belong, and many fans, whether their team wins or loses, enjoy the suspense that allows them to release their emotions." (paragraph 14)

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Analyze the Text

Support your responses with evidence from the text.

NOTICE & NOTE

Review what you noticed and noted as you read the text. Your annotations can help you answer the questions.

1. **ANALYZE** Think about how "It's Not Just a Game!" is organized. How do the first three paragraphs relate to the rest of the text?

2. **CONNECT** How do the headings help you determine the central ideas in each section of the text? What do the headings suggest about the structure of the text?

3. **ANALYZE** What structure does the author use to organize the ideas in paragraph 4? How does this section contribute to the article?

4. **COMPARISON/CONTRAST** According to the author, in what ways can individual sports be more challenging than team sports? Fill in your response in this chart.

TEAM SPORTS		INDIVIDUAL SPORTS
	vs.	

5. **EVALUATE** In paragraph 9, the author tells readers, "[P]lay to have fun and you'll automatically win!" Do you agree or disagree with this statement? Why?

6. **SUMMARIZE** How does the author develop the central idea that sports can build our brains, not just our bodies?

7. **INTERPRET** In paragraph 7, the author details certain **Contrasts and Contradictions** in describing the ups and downs of being a player. What is the most important idea the author is trying to communicate about dealing with sports challenges?

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Choices

Here are some other ways to demonstrate your understanding of the ideas in this lesson.

Writing

Text Your Opinion

In the form of a text message, write an opinion of at least one of the sports you read about in "It's Not Just a Game!"

1. Tell whether the ideas of the article affected your view.
2. Support your view with a quotation from the article.
3. Discuss your text with a small group.

As you write and discuss, be sure to use the **Academic Vocabulary** words.

- **attitude**
- **consume**
- **goal**
- **purchase**
- **style**

Speaking & Listening

Present an Infographic

Work with a partner to create an infographic poster about sports to present in a class discussion. The infographic should include both the positive and negative sides of the sports covered in "It's Not Just a Game!"

- Sketch possible designs.
- Figure out how to present text visually (for example, through captions or callout boxes). Keep text brief.
- Choose eye-catching colors to grab viewers' attention.

Social-Emotional Learning

Sports Songs Playlist

List three to five songs played frequently at sports events, and then rank them according to how inspiring they are.

- Listen to pinpoint the motivating message of each song's lyrics.
- Identify the emotion each song stirs. Which songs pump up a crowd or boost a team's spirits?
- As you share your playlist with a partner, explain why each song inspires.

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Expand Your Vocabulary

PRACTICE AND APPLY

Complete each sentence to show that you understand the meaning of the vocabulary word.

1. The senator's greatest **accomplishment** was _____.
2. Because the two sides agreed to **negotiate**, _____.
3. Fans of the same sports team have a **mutual** _____.
4. Plans for **utilization** of the empty building included _____.

VOCABULARY STRATEGY

Thesaurus

A **thesaurus** is a reference aid that lists synonyms, or words with similar meanings. Writers can use a print or digital thesaurus to find the exact word they need. A thesaurus entry usually looks something like this:

isolated *adj.* separated, set apart, confined, cut off, disconnected

The fact that a thesaurus shows you several synonyms doesn't mean that all of the synonyms would work equally well in a sentence. Choose the synonym that best captures the meaning you want to convey and reflects your style as a writer.

Ed
Interactive Vocabulary Lesson: Using Reference Resources

PRACTICE AND APPLY

Choose four words in paragraph 12 of "It's Not Just a Game!" Use a print or digital thesaurus to find synonyms for those words. Then, rewrite the paragraph, using appropriate synonyms for the words you chose.

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Watch Your Language!

Verbals

A **verbal** is a verb form used as a noun, an adjective, or an adverb. A **participle** is a verbal that functions as an adjective to modify a noun or pronoun.

VERB	PRESENT PARTICIPLE	PAST PARTICIPLE	ADJECTIVE USE
hurry fall	hurrying falling	hurried fallen	hurrying commuters; a hurried meal the falling leaves; fallen snow

A **participial phrase** is made of a participle and any other words that complete its meaning. The participial phrase is underlined in each of these sentences. The whole phrase functions as an adjective.

They listened for the buzzer signaling the end of the game.
(participial phrase modifies the noun *buzzer*)

Lined up on the bench, the players awaited their turn at bat.
(participial phrase modifies the noun *players*)

Improving our teamwork, we won the last five games of the season. (participial phrase modifies the pronoun *we*)

PRACTICE AND APPLY

Circle the participial phrase in each sentence. Draw an arrow to the word it modifies.

Ed
Interactive Grammar Lesson: Verb Phrases and Verbals

1. Running a long race, the runners pushed themselves to keep going.

2. She could see someone in the distance flagging down the runners.

3. The runner saw cups of water sitting on a table.

4. Slowing down to grab a cup, the runner bumped against the table.

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Collaborate & Compare

ESSENTIAL QUESTION:
How do games impact our lives?

Compare Themes

From sonnets to haiku, from ballads to epic poems, from odes to elegies, poets are always seeking creative freedom in poetic forms, old and new. Think about how the form of each poem—along with its use of rhythm, sound devices, and figurative language—creates layers of meaning.

After you have read both selections, you will collaborate with a group in making a thematic comparison, following these steps:

- Identify Important Details
- Determine Themes
- Compare Themes
- Make a Class Presentation

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from The Crossover

Novel in Verse by **Kwame Alexander**

Engage Your Brain

Choose one or both activities to start connecting with the poems you are about to read.

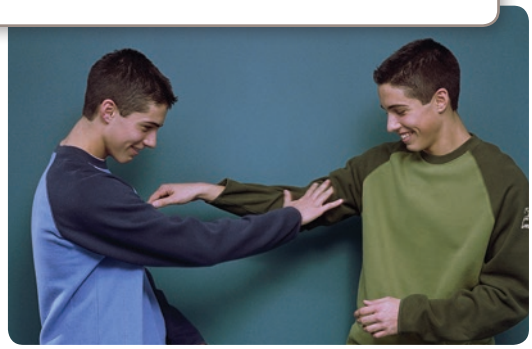
What Crosses Your Mind?

The Crossover takes its name from a basketball term. If you know the term, write its definition in your own words. If it's unfamiliar to you, look it up and write the meaning.

Two of a Kind

Twin brothers are at the center of *The Crossover*. Twins have inspired many ideas about identity and individuality. What have you wondered about twins? Conduct brief research and jot down any discoveries. Explore:

- common beliefs or misunderstandings
- what makes twins fascinating to scientists
- twins' shared bonds and separate identities



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Analyze Novel in Verse

A **narrative poem** tells a story. Some narrative poems are brief, like old ballads that were originally sung. Others are book-length, including ancient works such as the *Odyssey* and *Beowulf*.

The Crossover, by Kwame Alexander, is a **novel in verse**—a novel-length narrative told in poetry instead of prose. As you read the excerpts from *The Crossover*, " note examples of these characteristics of novels in verse:

Focus on Genre

Novel in Verse

- has many of the characteristics of a story, including setting, characters, and plot (which may include conflict)
- is structured in stanzas instead of in paragraphs
- usually uses vivid word choices and figurative language to make the topic easy to visualize

• **Organized into scenes, each with a setting and a plot**
• **Presents a speaker and other characters, often interacting and even conflicting; usually shows the speaker's emotions**
• **May include graphic elements (unusual line breaks and line length; unusual punctuation and type styles/sizes)**
• **Expresses a theme in each scene, creating a "life lesson" that relates to the novel in verse as a whole**

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Analyze Figurative Language

Writers use **figurative language** to emphasize ideas, create mental images, or stir readers' emotions. Two common types used in poetry are metaphor and personification.

In a **metaphor**, the poet compares two basically unlike things that have one or more qualities in common. A metaphor makes a direct comparison and does not use the word *like* or *as*.

In **personification**, the poet gives human qualities to an animal, object, or idea.

As you read the excerpts from *The Crossover,* consider what the poet wants to say and the images or feelings he wants to inspire.

Annotation in Action

The model shows a student's note about a section of *The Crossover*. As you read the excerpts, think about the elements of verse novels.

. . . I snicker
but it's not funny to him,
5 especially when I take off from center court,
my hair like wings,
each lock lifting me higher and HIGHER
like a 747 ZOOM ZOOM!

This may be an important moment. The figurative language helps me "see" what's happening.

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Background

Kwame Alexander (b. 1968) is an American poet, novelist, and educator. He has written more than two dozen books and has won numerous literary awards. Alexander frequently travels to schools to read and discuss poetry and lead writing workshops.

A

from

The Crossover

by **Kwame Alexander**

Are twins Josh and JB identical as basketball players? Allow Josh to make things clear.

NOTICE & NOTE
As you read, use the side margins to make notes about the text.

JB and I

are almost thirteen. Twins. Two basketball goals at
opposite ends of the court. Identical.
It's easy to tell us apart though. I'm

an inch taller, with dreads to my neck. He gets
his head shaved once a month. I want to go to Duke,
he flaunts Carolina Blue. If we didn't love each other,

we'd HATE each other. He's a shooting guard.
I play forward. JB's the second
most phenomenal baller on our team.

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He has the better jumper, but I'm the better
slasher. And much faster. We both
pass well. Especially to each other.

To get ready for the season, I went
to three summer camps. JB only went to
one. Said he didn't want to miss Bible school.

What does he think, I'm stupid? Ever since
Kim Bazemore kissed him in Sunday school,
he's been acting all religious,

thinking less and less about
basketball, and more and more about
GIRLS.

At the End of Warm-Ups, My Brother Tries to Dunk

Not even close, JB.
What's the matter?
The hoop too high for you? I snicker
but it's not funny to him,
especially when I take off from center court,
my hair like wings,
each lock lifting me higher and HIGHER

like a 747 ZOOM ZOOM!
I throw down so hard,
the fiberglass trembles.
BOO YAH, Dad screams
from the top row.
I'm the only kid
on the team
who can do that.

The gym is a loud, crowded circus.
My stomach is a roller coaster.
My head, a carousel.

Don't forget to **Notice & Note** as you read the text.

ANALYZE NOVEL IN VERSE

Annotate: In lines 13–21, mark the ways in which the speaker says JB has changed.

Infer: How do these details seem to suggest a possible conflict between Josh and JB?

ANALYZE FIGURATIVE LANGUAGE

Annotate: In lines 9–18, mark an example of a metaphor and an example of personification.

Critique: How does this figurative language contribute to readers' understanding and enjoyment of the poem?

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NOTICE & NOTE

WORDS OF THE WISER

When you notice a wiser character giving advice about life to the main character, you've found a **Words of the Wiser** signpost.

Notice & Note: Mark the advice that the coach offers to the players.

Interpret: What life lesson does the coach want the players to learn?

The air, heavy with the smell
of sweat, popcorn,
and the sweet perfume
of mothers watching sons. Our mom, a.k.a. Dr. Bell, a.k.a. The Assistant Principal,
is talking to some of the teachers
on the other side of the gym.
I'm feeling better already.
Coach calls us in,
does his Phil Jackson impersonation.
Love ignites the spirit, brings teams together, he says.

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Don't forget to **Notice & Note** as you read the text.

JB and I glance at each other,
ready to bust out laughing,
but Vondie, our best friend,
beats us to it.
The whistle goes off.
Players gather at center circle,
dap[1] each other,
pound each other.
Referee tosses the jump ball.
Game on.

[1] **dap** (dăp): to give a congratulatory greeting by tapping a closed fist on top of and on the bottom of the other person's fist.

Ed

Text in Focus Video

Learn more about analyzing graphic elements.

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ANALYZE NOVEL IN VERSE

Annotate: Mark examples of unusual punctuation, capitalization, and line length in "The Sportscaster."

Analyze: Why do you think the poet chose these unique graphic elements?

The Sportscaster

JB likes to taunt and
trash talk
during games
like Dad
used to do
when he played.

When I walk onto
the court
I prefer silence
so I can
Watch
React
Surprise.

I talk too,
but mostly
to myself,
like sometimes
when I do
my own
play-by-play
in my head.

TURN AND TALK

What are your impressions of Josh, the speaker of *The Crossover?* Discuss your thoughts with a partner.

ESSENTIAL QUESTION:

How do games impact our lives?

Review your notes and add your thoughts to your Response Log.

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Assessment Practice

Answer these questions before moving on to the **Analyze the Text** section on the following page.

1. What can you infer about the speaker based on lines 16–18 of "At the End of Warm-Ups, My Brother Tries to Dunk"?

- (A) He is feeling nervous.
- (B) He is suffering from an illness.
- (C) He believes sports fans are too noisy.
- (D) He does not like to play in the school gym.

2. This question has two parts. First answer **Part A**, then **Part B**.

Part A

Which statement best describes the relationship between JB and the speaker?

- (A) They are each envious of the other.
- (B) They are very close and like the same things.
- (C) They frequently argue with one another.
- (D) They are rivals and also best friends.

Part B

Which **two** paraphrases of details from the selection best support the answer to Part A?

- (A) Others see that we are not like each other.
- (B) Our physical appearance, even our hair, is different.
- (C) We might not even like each other if we didn't love each other.
- (D) One of us is good at some things, the other is good at other things, and each of us thinks he is better than the other.
- (E) Things are changing as we get older and make new friends.

Ed
Test-Taking Strategies

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Analyze the Text

Support your responses with evidence from the text.

NOTICE & NOTE

Review what you noticed and noted as you read the text. Your annotations can help you answer the questions.

1. **COMPARE** In lines 1–2 of "JB and I," the speaker compares JB and himself to "goals at / opposite ends of the court." What figurative and connotative meanings are suggested by this phrase?

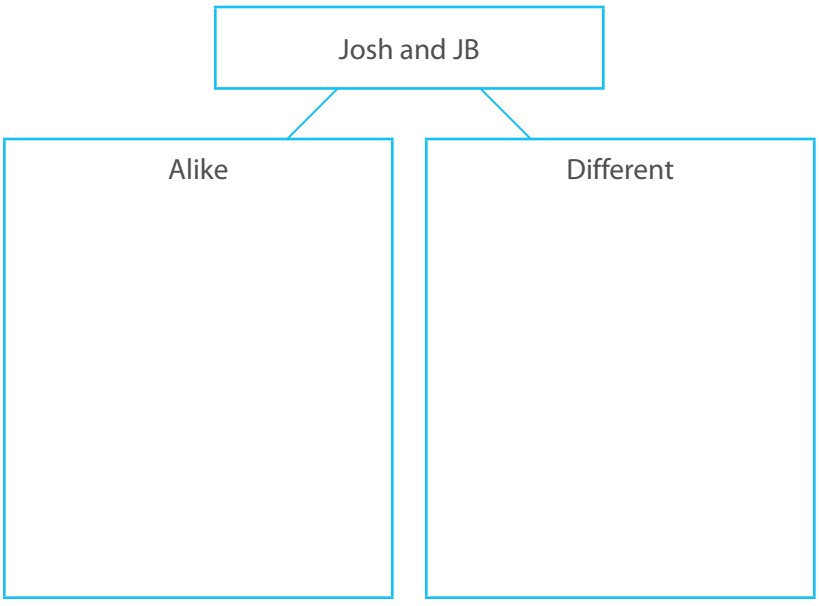
2. **INFER** How does the use of capital letters in "JB and I" and "At the End of Warm-Ups, My Brother Tries to Dunk" affect your understanding of the speaker's personality in each poem?

3. **CONNECT** Review lines 16–18 of "At the End of Warm-Ups, My Brother Tries to Dunk." What images do these metaphors create, and how do these words help express what the speaker is feeling?

4. **INFER** Reread lines 27–33 of "At the End of Warm-Ups, My Brother Tries to Dunk." Why do you think the twins want to laugh after this **Words of the Wiser** moment?

5. **SYNTHESIZE** How does each poem add to the structure of this verse novel? What theme do the poems work together to express?

6. **ANALYSIS** How does the speaker use **Comparison and Contrast** in describing himself and his brother in "The Sportscaster"? Fill out a comparison chart like this one:



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Choices

Here are some other ways to demonstrate your understanding of the ideas in this lesson.

As you write and discuss, be sure to use the **Academic Vocabulary** words.

- attitude
- purchase
- consume
- style
- goal

Writing

Poem with Type Effects

Write a sports poem that includes special type (hand-drawn, printed, or colored) to highlight the physical qualities of a particular sport.

1. Look closely at line 8 of "At the End of Warm-Ups, My Brother Tries to Dunk," noticing how poet Kwame Alexander plays with type sizes to illustrate an action.
2. Think of strong action words to include in your poem to help readers "see" what's happening.
3. Use figurative language in describing actions. You might choose to use special type for some of this descriptive language.

Media

Podcast

Work in a small group to create a podcast in which participants share their responses to the excerpt from *The Crossover*.

- Review answers or notes you made while reading the selection. Highlight the points you'd like to share.
- Plan questions with your group. Create, at minimum, an outline of a script. Assign roles to each group member, including a moderator for the podcast.
- To help your discussion flow smoothly, practice your talk before recording.

Research

Basketball Guide

Since basketball is at the center of *The Crossover*, look into different aspects of the game and share you findings with your class.

- Find out the number of players and everyone's role on the court.
- Learn some key rules of the game. What happens when a player breaks a rule?
- If possible, learn and demonstrate certain moves, such as the crossover.

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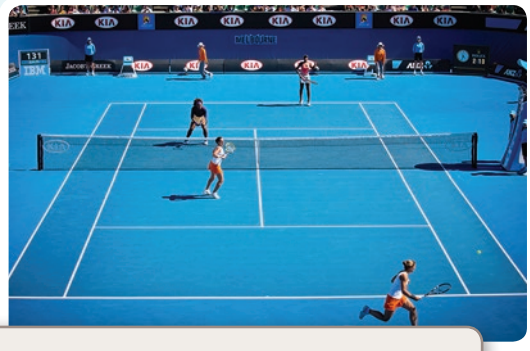
Double Doubles

Poem by **J. Patrick Lewis**

Engage Your Brain

Choose one or both activities to start connecting with the poem you are about to read.



Sister vs. Sister

Venus and Serena Williams are famous, but how much do you know about their tennis careers? Do brief research to answer these questions.

1. Which sister is older?
2. How old was each sister when she began professional play?
3. How many times have the sisters faced each other as opponents?

Pass the Tennis Ball

Use a tennis ball to share anything you think you know about the game of tennis, its terms, and its rules. While sitting in a circle, pass the ball to a classmate who will offer one fact about the sport. See how many facts you can discover. Write or sketch what you know.

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Analyze Two-Voice Poetry

Most poems have a single voice. But in a popular new form of poetry called **two-voice poetry,** two distinct speakers express themselves. They may be conversing with each other, or they both may be trying to talk to you at the same time. This kind of poem allows you to experience two points of view at once. It also encourages you to compare the poem's speakers.

Note these characteristics of two-voice poems:

- They are meant to be read aloud by two people, each assuming the voice of one of the speakers.
- They are usually set up in two columns, with each column representing one speaker's voice. If both speakers are meant to speak the same words at the same time, either the shared words appear in both columns or the poet creates a middle column for those words.
- They should be read sequentially, from left to right, line by line and from top to bottom.

Watch for and make notes about these characteristics as you read "Double Doubles."

Focus on Genre

Two-Voice Poetry

- is more about thoughts and feelings than about a story
- expresses ideas about a topic or theme from the perspective of two different speakers
- is structured in a way that makes it clear which lines are spoken by one voice and which are spoken by both voices

Make Inferences

Because poets choose their words carefully, you often can find clues in the text that help build understanding, if you combine these clues with what you already know.

An **inference** is a logical guess based on text evidence—the "clues" in the text—plus your own knowledge and experience. For an inference to be reasonable, it must be supported by **textual evidence** along with **previous knowledge and personal experience.**

As you read this two-voice poem, make inferences about the relationship of the speakers.

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Annotation in Action

In the model, you can see one reader's note about part of "Double Doubles." As you read the poem, think about the elements of two-voice poems.

The Williams sisters read each other better	The Williams sisters	Each column represents one of the two sisters' voices. I can infer from this that the sisters have a close bond.
and everything between. Momentum	than *a* to *z*	
the final tie-break. Match point is only one	Momentum takes *us* to	
	Match point is only one quick ace away.	

Background

J. Patrick Lewis (b. 1942) is an American poet who served as the Poetry Foundation's Children's Poet Laureate from 2011 to 2013. He says, "[W]hat truly transports me is poetry, and so I spend most of my working hours thinking of themes to develop into manuscripts." In addition to his prolific writing and editing career, Lewis regularly visits classrooms to spread appreciation for poetry.

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B

Double Doubles

by **J. Patrick Lewis**

Usually opponents, the speakers express what it's like to play side by side.

I took the name
between the Earth
and Mercury.
We took our game
to beaded stars above.
My sister's

volleys
so astonish me,
the score

plenty—

We took our game
to beaded stars above.
My sister's
lobs and

so astonish me,

our score
is usually
plenty—
love.

NOTICE & NOTE
As you read, use the side margins to make notes about the text.

MAKE INFERENCES

Annotate: In lines 1–14, mark words that you think are sports terms.

Infer: Which sport are these speakers discussing? Who are these speakers? (Skim the rest of the poem to check.)

ANALYZE TWO-VOICE POETRY

Annotate: Mark examples of lines that are spoken by both voices.

Analyze: Why do you think the poet chose these lines to be spoken by both voices?

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NOTICE & NOTE

AGAIN AND AGAIN

When you notice a certain event recurring over a portion of the text, you've found an **Again and Again** signpost.

Notice & Note: In lines 19–32, mark two examples of teamwork.

Cause/Effect: Why might the poet bring this up again and again?

where she'll be going.
We move together

The Williams sisters
read each other better

and everything between.
Momentum

the final tie-break.
Match point is only one

I know why
double doubles
players play.

I play as if I know

We move together
like a fine machine.
The Williams sisters

than *a* to *z*

Momentum
takes *us* to

Match point is only one
quick ace away.
As soon as I see sister
Venus rising,

double doubles
players play.

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TURN AND TALK

Why do the sisters—who usually oppose each other on the court—seem to enjoy playing together? Discuss with a partner.

ESSENTIAL QUESTION:

How do games impact our lives?

Review your notes and add your thoughts to your Response Log.

Assessment Practice

Answer these questions before moving on to the **Analyze the Text** section on the following page.

1. According to "Double Doubles," what are **two** advantages the Williams sisters have over other players?

- (A) The moves of both sisters are always identical.
- (B) They have great love and respect for each other.
- (C) A passion for tennis makes both of them great.
- (D) They each know everything about the way the other plays.
- (E) They both have been playing tennis for a long time.

2. What does the back-and-forth between the two speakers in lines 4–8 represent?

- (A) a family argument
- (B) the age difference between the sisters
- (C) the way a tennis match is played
- (D) a cheering crowd

3. What perspective is shared by the poets of *The Crossover* and "Double Doubles"?

- (A) Sibling rivalry can damage teamwork on the court.
- (B) Siblings have more in common with each other than with anyone else.
- (C) Sports often invites fans to make unfair comparisons of siblings.
- (D) Shared love of a sport can strengthen bonds between siblings.

Ed Test-Taking Strategies

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Analyze the Text

Support your responses with evidence from the text.

NOTICE & NOTE

Review what you **noticed and noted** as you read the text. Your annotations can help you answer these questions.

1 **MAKE INFERENCES** How do you think the sisters feel about each other? Which details support your inference? Put your responses in this chart.

	+		=	

2 **INTERPRET** Cite what the second speaker (Serena Williams) says in lines 10–11 to correct what her sister, Venus, says. Why might the poet have her make this correction?

3 **IDENTIFY PATTERNS** With the exception of the first sentence, part of every sentence in the poem is "shared" by two speakers. Why might the poet have chosen to structure the poem this way?

4 **SYNTHESIZE** What figurative or connotative meanings do lines 1–5 suggest? What other lines make a similar reference to the sky? What do these references add to your understanding of the poem?

5 **ANALYZE** Reread lines 17–18. Notice the phrases that are repeated **Again and Again.** What theme is suggested by the repetition in these lines, along with the repetition in lines 19–22?

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Choices

Here are some other ways to demonstrate your understanding of the ideas in this lesson.

As you write and discuss, be sure to use the **Academic Vocabulary** words.

- attitude
- purchase
- consume
- style
- goal

Writing

Two-Voice Poem

Choose two speakers (real or imaginary) for a poem that expresses two viewpoints on the same subject.

1. Draft the poem. Allow each speaker to voice thoughts or feelings and to respond to the other speaker. Some of the lines should be spoken by both.
2. Review your draft with a classmate. Revise to make each speaker's personal views clearer or to point more clearly to a theme.
3. Work with your partner to present your final version of the poem to the class.

Media

Tennis Timeline

Briefly research Venus or Serena Williams's career highlights. Use your findings to devise a timeline.

- First, list events in chronological, or time, order. Then, plan how to present the events visually, using brief labels and descriptions.
- Draw medals or trophies to decorate the timeline.
- Be sure any dates or other facts are accurate.
- If possible, compare the two sisters' timelines.

Speaking & Listening

Biopic Pitch

A **pitch** is an oral presentation to convince others about a movie idea. A **biopic** is a film about a real-life person. Imagine you're a movie producer. Plan a one-minute pitch for a movie based on the Williams sisters.

- Where did Venus and Serena get their start? In what ways were they trailblazers? Do brief research to single out noteworthy details.
- Why would the Williams sisters make a good subject? List reasons, thinking about the theme or message your biopic will communicate.
- Choose a classmate to take the role of a movie executive who might fund your movie project. Ask the "exec" to respond based on the effectiveness of your pitch.

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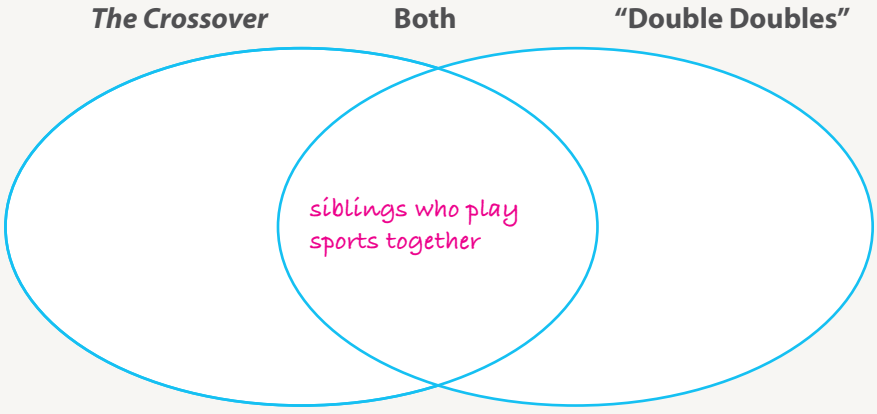
Compare Themes

The Crossover and "Double Doubles" are about siblings who play sports. Because the novel in verse and the poem are about the same topic, they share many similarities—but there are differences, too.

A **theme** is a message about life that the poet wishes to convey. The reader must infer the theme based on details from the text. Working with a group, complete the Venn diagram below to help you analyze and record similarities and differences in the two poets' work. Think about how these details affect your understanding of the themes. One detail has been included.



Analyze the Texts

Discuss these questions in your group.

1. **CRITIQUE** Discuss how the selections' structures differ. Is the organization of each selection appropriate to its content? Explain.

2. **CRITIQUE** Compare and contrast the graphic elements used in the selections. How do these elements give readers an idea of the speakers' personalities in both poems?

3. **ANALYZE** What types of figurative language appear in each poem? How does the language help you understand each poem's theme?

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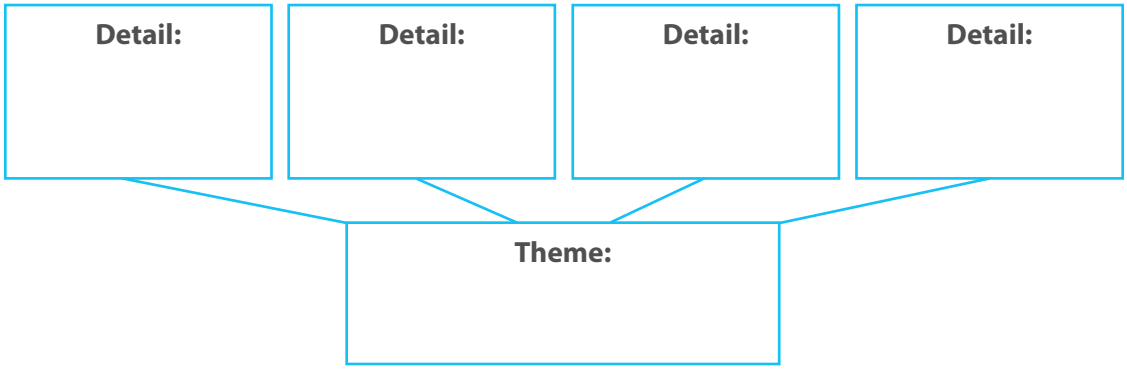
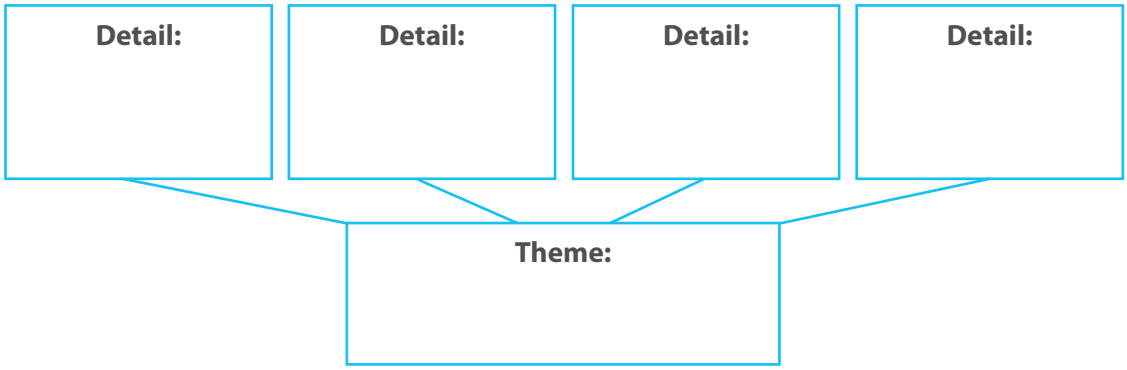
Collaborate and Present

Now, your group can continue exploring the ideas in these texts by identifying and comparing their themes. Follow these steps:

1. **IDENTIFY IMPORTANT DETAILS** Review your Venn diagram. Identify the most important details you listed from each selection. Discuss points of agreement and disagreement about these details and reach a consensus. Remember to cite evidence from the texts.

2. **DETERMINE THEMES** Work together to infer each selection's theme based on details. Then, decide on a statement that expresses each theme. Organize your thoughts below.





3. **COMPARE THEMES** As a group, decide whether the themes of the selections are similar or different. Use details from your analysis of the selections to support your theme statements.

4. **MAKE A CLASS PRESENTATION** Practice presenting your group's ideas to the class. Clearly state whether the texts have similar or different themes. Use your graphic organizers or other visuals to make your presentation clear and concise.

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Reader's Choice

Continue your exploration of the Essential Question by doing some independent reading on sports. Read the titles and descriptions shown. Then mark the texts that interest you.

ESSENTIAL QUESTION:
How do games impact our lives?

Short Reads

Available on Ed

These texts are available in your ebook. Choose one to read and rate. Then defend your rating to the class.

Batting After Sophie

Short Story by **Sue Macy**

A young softball player learns to respect her coach's decisions and become a true team player.

Rate It ☆ ☆ ☆ ☆ ☆

Amigo Brothers

Short Story by **Piri Thomas**

Felix and Antonio respond to an opportunity to box that threatens to undermine their friendship.

Rate It ☆ ☆ ☆ ☆ ☆

Bridging the Generational Divide Between a Football Father and Soccer Son

Blog by **John McCormick**

Can people who are passionate about different sports ever understand each other's point of view?

Rate It ☆ ☆ ☆ ☆ ☆

Arc of Triumph

Science Writing by **Nick D'Alto**

How can understanding the science of parabola, or curve, improve your performance in sports?

Rate It ☆ ☆ ☆ ☆ ☆

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Long Reads

Here are a few recommended books that connect to the unit topic. For additional options, ask your teacher, school librarian, or peers. Which titles spark your interest?

The Crossover

Novel in Verse by **Kwame Alexander**

Basketball-loving twin brothers Josh and Jordan learn to accept change, responsibility, and loss during their middle school years.

Ghost

Novel by **Jason Reynolds**

Ghost has been running all his life—often away from things. When he meets Coach, he has the chance to stay out of trouble and be the best sprinter in the city.

Baseball in April and Other Stories

Short Story Collection by **Gary Soto**

Eleven stories deal with teens tackling new responsibilities, besting bullies, finding love, getting rich, and achieving fame.

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Extension

Connect & Create

CHARACTER'S ACCOUNT Create social-media posts for a main character from a story you've read. Connect the character's posts to key story events and devise hashtags to identify them. Try to capture the character's style of speech and other traits. Think about other characters who might follow the main character's social-media account and comment on the posts.

BOOKMARK IT Review one of the selections you've read and think about its theme. Then create a two-sided bookmark with the book's title and a brief statement of the theme/main idea.

- Put the theme in your own words or use a story quote.
- Use cardstock or construction paper. Cut out strips for the bookmark. Try out design and theme ideas on sample strips.
- After you decide on your final design and theme, make the bookmark. If possible, laminate your finished bookmark.

NOTICE & NOTE

- Pick one of the texts and annotate the **Notice & Note** signposts you find.
- Then, use the **Notice & Note Writing Frames** to help you write about the significance of the signposts.
- Compare your findings with those of other students who read the same text.

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Notice & Note
Writing Frames

Write a Short Story

Writing Prompt

Using ideas and inspiration from texts in this unit, write a short story for publication on a class or school website. Your story should be about a character who is involved in a team or individual sport or game.

Manage your time carefully so that you can

- review the texts in the unit;
- plan your story;
- write your story; and
- revise and edit your story.

Be sure to

- establish a context and a point of view;
- organize and develop a clear sequence of events;
- use dialogue, pacing, descriptive details, and precise words;
- use transitions to make the sequence of events clear; and
- end with a conclusion that follows from the story's events.

Review the Mentor Texts

For an example of a well-written short story you can use as a mentor text, review:

- **"Ball Hawk"** (pages 405–412)

Review your notes and annotations about this text. Think about the techniques the author used to bring his characters to life and make his story effective.

Consider Your Sources

Review the list of texts in the unit and choose at least two that you may want to use as sources of ideas for your short story.

As you review potential sources for inspiration, consult the notes you made on your **Response Log** and add any additional ideas that you can use as you plan your short story. Look for fictional characters, real people, and real or imagined experiences and events that you might use as springboards for your own ideas.

UNIT 5 SOURCES

- ☐ **Ball Hawk**
- ☐ **Get in the Zone: The Psychology of Video-Game Design**
- ☐ **It's Not Just a Game!**
- ☐ **The Crossover**
- ☐ **Double Doubles**

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Analyze the Prompt

Review the prompt to make sure you understand the assignment.

Mark the sentence in the prompt that identifies the topic of your short story. Rephrase this sentence in your own words.

Next, look for words that indicate the purpose and audience of your story, and write a sentence describing each. Be specific.

Find a Purpose

Two common purposes of fiction are

- to **entertain** readers with a compelling story
- to **convey a theme or message** about life

What is my topic? What is my writing task?

What is my purpose?

Who is my audience?

Review the Rubric

Your short story will be scored using a rubric. As you write, focus on the characteristics described in the chart. You will learn more about these characteristics as you work through the lesson.

PURPOSE, FOCUS, AND ORGANIZATION	NARRATIVE TECHNIQUE	CONVENTIONS OF STANDARD ENGLISH
The response includes: • An engaging introduction • A well-developed plot structure • A variety of transitions to convey sequence and connect ideas • Logical sequence of events • A conclusion that reflects on narrated events and provides closure	The response includes: • Descriptive details and sensory language • Narrative techniques such as dialogue and description • Varied sentence structure	The response may include the following: • Some minor errors in usage but no patterns of errors • Effective use of punctuation, capitalization, sentence formation, and spelling • Command of basic conventions

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1 PLAN YOUR SHORT STORY

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Help with Planning

Consult **Interactive Writing Lessons: Writing Narratives.**

Establish Context

When authors write fictional narratives, they need to establish **context,** or the situation in which events occur. Use the chart below to plan the context of your story.

Characters	Who is the main character? Who are other important characters?
Setting	Where and when does your story take place?
Conflict	What problem, obstacle, or challenge does the main character face?

Establish Point of View

A narrator tells a story from one of the following points of view:

- A **first-person** narrator is a character in the story. Readers see events and other characters through this character's eyes. The narrator describes all events using first-person pronouns such as *I*, *me*, and *mine*.
- A **third-person** narrator is not a character in the story. The narrator relates events using third-person pronouns, such as *he*, *she*, *they*, and *them*. Third-person narration may be limited or omniscient ("all knowing").

In the chart, record pros and cons of using each point of view to tell your particular story. Then, use your notes to decide which point of view best suits your purpose.

Determine Limited vs. Omniscient Narrator

There are two kinds of third-person narrators.

- **A third-person limited narrator describes events and other characters from the perspective of one character.**
- **A third-person omniscient narrator reveals all characters' thoughts and feelings and sometimes gives additional insight.**

	FIRST PERSON	THIRD PERSON
PROS		
CONS		

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Explore Character and Conflict

In a short story, the main **conflict** drives the narrative forward.

- **External** conflict is a struggle between characters or against an outside force.
- **Internal** conflict is a struggle main characters have within themselves.

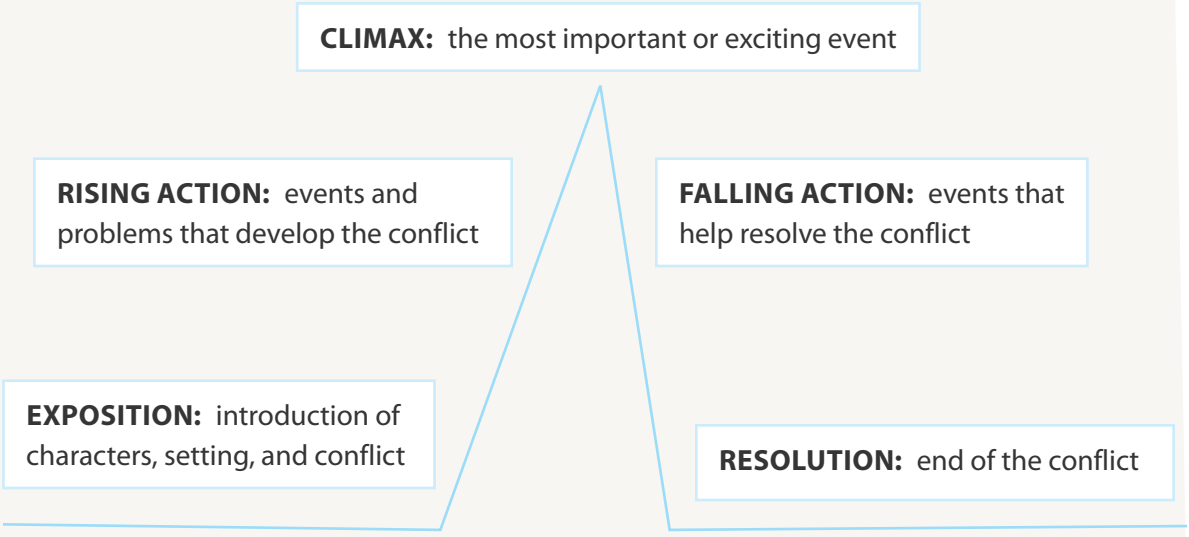
A character can experience both kinds of conflict. For example, a basketball player may argue with a coach (external conflict) and worry about making mistakes (internal conflict).

Brainstorm ideas about your main character and conflict.

What is my main character like?	
What does my character want?	
Is my main character's conflict internal, external, or both?	

Organize Ideas

A **plot** is the series of events in a story. Use a story diagram like the one below to organize your story's events. Remember that your character's conflict drives the plot and shapes the story.


CLIMAX: the most important or exciting event
RISING ACTION: events and problems that develop the conflict
FALLING ACTION: events that help resolve the conflict
EXPOSITION: introduction of characters, setting, and conflict
RESOLUTION: end of the conflict

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2 DEVELOP A DRAFT

Now focus on drafting your short story. You can develop your writing skill by seeing how the experts do it. Learn the techniques professional writers use to make short stories engaging.

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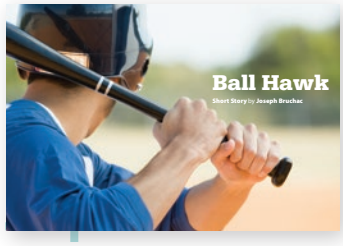
Drafting Online

Check your assignment list for a writing task from your teacher.

Provide an Engaging Introduction

EXAMINE THE MENTOR TEXT

Notice how the author of **"Ball Hawk"** captures readers' attention, introduces the main characters and conflict, and establishes a point of view in the opening sentences.



An intriguing statement grabs readers' attention.

"Indians invented baseball."

That's what Uncle Tommy Fox said on the day I was ready to throw in my glove and quit the Long Pond High School team for good. It was one of his typically cryptic remarks and, as usual, it started me thinking.

Quite frankly, if Uncle Tommy hadn't come into my life when he did, I probably would have ended up dyeing my hair purple and going goth.

The author uses first-person **point of view.**

The author introduces the story's **conflict.**

APPLY TO YOUR DRAFT

Use this chart to practice introducing elements of your story in a way that grabs readers' attention from the start.

Try These Suggestions

Consider a few different ways to grab your readers' attention. You might

- start in the middle of an exciting action or event
- begin with vivid dialogue to introduce a character
- include a mysterious description to build suspense

Establish the point of view.	
Describe the setting.	
Introduce a character with description or dialogue.	
Hint at the main conflict.	

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Use Descriptive Language

EXAMINE THE MENTOR TEXT

In **"Ball Hawk,"** Joseph Bruchac creates a vivid picture of Uncle Tommy by describing his appearance and some of his character traits.

Precise words and descriptive details convey the character's appearance.

> Or that this broad-shouldered old Indian guy with long gray braids and a friendly face really did seem to like me and enjoy taking on that role of being an uncle. Or that he knew more about being Indian, really being Indian, than anyone else I'd ever met. He also had a sense of humor and we both needed it when it came to me and baseball.

The author also tells us what this character knows and that he has a sense of humor.

APPLY TO YOUR DRAFT

Use precise words and sensory details to help readers "see" your characters and descriptive details to reveal their personality. In the chart, include descriptions to help bring your characters to life.

	USE DETAILS . . .	. . . TO BRING IT TO LIFE!
APPEARANCE	Include vivid sensory details (sight, sound, touch, smell, taste).	
ACTIONS	Show action through precise words and specific details.	
PERSONALITY TRAITS	Include descriptive details.	

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3 REVISE YOUR SHORT STORY

Even professional authors rework their ideas and language as they revise. No one gets it right the first time. Use the guide to help you revise and improve your short story.

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Help with Revision
Find a **Peer Review Guide** and **Student Models** online.

REVISION GUIDE		
ASK YOURSELF	**PROVE IT**	**REVISE IT**
Introduction Does my introduction grab readers' attention and establish context and point of view?	**Put a star** (★) next to something that grabs readers' attention. **Put a check mark** (✔) next to the conflict.	**Add** something to grab readers' attention. **Introduce** the conflict.
Point of View Do I maintain a consistent point of view?	**Underline** pronouns that indicate point of view.	**Add** pronouns to clarify point of view.
Sequence of Events Do I develop the plot with well-organized events? Do transitions help make the sequence clear?	**Mark** important plot events. **Circle** transitions.	**Add** a climax or resolution if it is missing. **Reorder** any events that are out of sequence. **Add** transitions.
Narrative Techniques Do I use narrative techniques such as dialogue and description?	**Underline** dialogue. **Highlight** descriptions.	**Add** dialogue and descriptions.
Descriptive Language Have I used precise words, descriptive details, and sensory language?	**Circle** details that describe characters' appearance, actions, and personality.	**Add** precise details and sensory language.
Conclusion Does my conclusion follow from the story's events?	**Underline** phrases or sentences that reflect the story's message or theme.	**Insert** phrases or sentences that hint at or state the theme.

APPLY TO YOUR DRAFT

Consider the following as you look for opportunities to improve your writing.

- Make sure your introduction engages readers and establishes setting and point of view.
- Check that you introduce and develop a clear conflict.
- Make sure you use enough description and dialogue to make characters and events vivid and interesting.

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Peer Review in Action

Once you have finished revising your short story, you will exchange papers with a partner in a peer review. During a **peer review,** you will give suggestions to improve your partner's draft.

Read the first paragraph from a student's draft and examine the comments made by his peer reviewer.

First Draft

Running Hard
By Roy McGrath, Creede Middle School

My mother thinks I'm a good runner. It doesn't make sense because of course. she can see me at the starting gate. I haven't won a race since sixth grade, when I beat Ricky Moreno, who tripped at the beginning of the race and lost a few seconds. So I don't understand what my mother means, but it's time for the next race.

Open with a line of dialogue or an intriguing statement to help grab your reader's attention.

As you revise, you might add more details to make conflict clear.

Now read the revised introduction. Notice how the writer has improved his draft by revising based on his peer reviewer's comments.

Revision

"You're a genius." That's what my mother says every time I lose a race. It doesn't make sense, because of course she can see that I'm always wobbling at the starting gate, tying and retying my shoes, and staring into space. I haven't won a race since sixth grade, when I beat Ricky Moreno, who tripped at the beginning of the race and lost a few seconds. So I don't understand what my mother means. I'm still thinking about that when Ricky steps up to the lane next to mine, grinning and rubbing his hands together. "Ready to lose?" he says.

Nice job! This is an intriguing way to begin your story.

Details help me picture the narrator and make me want to read more.

This suggests a conflict between the main character and Ricky Moreno.

APPLY TO YOUR DRAFT

During your peer review, give each other specific suggestions for how you could make your stories more vivid or engaging. Use your revision guide to help you.

When receiving feedback from your partner, listen attentively and ask questions to make sure you fully understand the revision suggestions.

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4 EDIT YOUR SHORT STORY

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Interactive Grammar Lesson: Quotation Marks

Edit your final draft to check for proper use of standard English conventions and to correct any misspellings or grammatical errors.

Watch Your Language!

CORRECT PUNCTUATION OF DIALOGUE

Errors in punctuating dialogue can confuse readers about who is speaking or when characters stop speaking and action resumes. Below are some rules for punctuating dialogue, along with examples from "Ball Hawk."

Use quotation marks to enclose a character's exact words. A period or a comma is always placed inside the closing quotation marks. The same is true of a question mark or an exclamation point—unless the entire sentence is a question or an exclamation.

"I quit!" I yelled, standing up and throwing my glove out onto the field. "I'm done with it."

Begin a new paragraph each time the speaker changes.

"Are you slowing the pitches down?" I said.
"Nope." Uncle Tommy smiled. "You are."

APPLY TO YOUR DRAFT

Now apply what you've learned about punctuating dialogue to your own work.

1. Read your story aloud and underline the dialogue.
2. Check your punctuation of the dialogue.
3. Exchange drafts with a peer and review the use of quotation marks in each other's work.

5 PUBLISH YOUR SHORT STORY

Share It!

Finalize your short story for your writing portfolio. Consider using your story as inspiration for other projects.

Ways to Share

- **Perform your story** as a play for your class.
- **Create a podcast** for your school website to share audio story readings.
- **Submit your story** to a literary or sports magazine.
- **Create a collage** to illustrate your story.

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Reflect & Extend

Here are some other ways to show your understanding of the ideas in Unit 5.

Reflect on the Essential Question

How do games impact our lives?

How has your answer to this question changed after reading the texts in the unit? Discuss your ideas.

You can use these sentence starters to help you reflect on your learning.

- **I think differently now because . . .**
- **I want to learn more about . . .**
- **I was surprised by . . .**

Project-Based Learning

Create a Team Song

You've read about different kinds of games and how they affect our lives. Pretend your school is starting a team song contest to promote more excitement at games. With a group of classmates, analyze existing team songs, choose an existing song, write new lyrics, and perform or record the new song. Here are some questions to ask yourself as you get started.

- Which games have affected me the most, and how?
- What message do I want my song to communicate?
- How can I use lyrics and other musical elements to help convey my message?

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Media Projects

To find help with this task online, access **Create a Team Song.**

Writing

Write an Argument

Take sides! Develop an argument in which you state and support a claim on whether virtual games or athletic games will most help kids later in life. Include text evidence from at least one of the selections from the unit. State your claim and follow these tips:

- Include reasons.
- Support your reasons with facts, examples, statistics, and other evidence.
- Cite your sources.
- Include a conclusion.

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